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**THE EFFECTS OF PRE-READING VOCABULARY STUDIES ON
EXPERIENCING FLOW IN EFL CONTEXTS**

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Master's Thesis**

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The Effects Of Pre-Reading Vocabulary Studies On Experiencing Flow In EFL Contexts

(Master's Thesis)

Feray ÖZKILINÇ

ABSTRACT

Flow theory studies have been around for a long time and began with investigating the moments when people experience flow during their activities. These studies, which started in the field of psychology, began to be carried out in various fields over time and expanded to the field of education. By the way, the effect of pre-reading activities on reading in EFL classes has been an important study subject to date. Many of the problems regarding reading activities are experienced in secondary schools in Turkey as well. This study aims to investigate the effects of pre-reading vocabulary studies on experiencing flow experience in English as a foreign language (EFL) classes, and to investigate the key factors that affect flow experience in a secondary school context. Participants of this study were 41 eighth-grade students studying at Burdur Kozluca Secondary School. The study was conducted in the first term of the 2019-2020 academic year for a 5-week period. At the beginning of the study, a pilot study was applied to the whole participants. Next, weekly studies were conducted. Each weekly study included seven steps which were pre-reading activity, teacher presentation of the target words, silent reading, post-reading activities, questionnaire, interview and post-test of vocabulary that was applied as pre-test in pre-reading stage. In the beginning of the study, a picture matching vocabulary activity was applied as pre-test and then vocabulary presentation was provided by the teacher in the pre-reading stage. When presentation of the vocabulary was completed, students were asked to read related reading passage and do post-reading activities. At the end of the lesson, a flow questionnaire was applied to all students in the class. At the end of each two-hour lesson, a semi-structured interview was applied to some students. Finally, the picture matching vocabulary activity which was applied as pre-test was repeated as post-test. The effect of the pre-reading vocabulary studies on students' flow experience was determined by analysing pre-test and post-test vocabulary test results using quantitative methods and semi-structured interview questions using qualitative methods; the key factors affecting flow experience in EFL classes were determined by analysing flow questionnaire using quantitative methods and the interviews held with the whole participants using qualitative methods. The findings revealed that pre-reading vocabulary studies affected students' flow experience positively. The study also revealed that students experienced flow in different intensity. The study concluded with suggestions that pre-reading studies should be applied before reading a text and individual differences should be taken into consideration in reading activity as well as collaboration should be supported during the lesson.

Key words: Flow, Pre-reading, Pre-reading Vocabulary, Pre-teaching, Pre-teaching Vocabulary, Vocabulary.

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Ön Kelime Çalışmalarının Yabancı Dil olarak İngilizce Öğrenen Öğrencilerin Akış Deneyimi Yaşamalarına Etkileri

(Yüksek Lisans Tezi)

Feray ÖZKILINÇ

ÖZ

Akış teorisi çalışmaları uzun zamandır yapılmaktadır ve çalışmalar insanların aktiviteleri sırasında ne zaman akış deneyimlediklerini araştırmakla başlamıştır. Psikoloji alanında başlayan bu çalışmalar yıllar içinde çeşitli alanlarda yapılmaya başlandı ve eğitim alanına doğru genişledi. Bu arada, yabancı dil olarak İngilizce derslerinde ön kelime çalışmalarının okuma üzerinde etkisi günümüze kadar önemli bir çalışma konusu olmuştur. Türkiye’deki ortaokullarda da okuma aktiviteleri ile ilgili birçok problem yaşanmaktadır. Bu çalışma, bir ortaokul bağlamında İngilizcenin yabancı dil olarak öğretildiği sınıflarda okuma öncesi ön kelime çalışmalarının akış deneyimi yaşanmasına etkilerini ve akış deneyimini etkileyen temel unsurları araştırmayı amaçlamaktadır. Bu çalışmanın katılımcıları Burdur Kozluca Ortaokulu’nda okuyan 41 sekizinci sınıf öğrencisidir. Çalışma 2019-2020 eğitim-öğretim yılı birinci döneminde 5 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında tüm öğrencilere deneme çalışması uygulanmıştır. Daha sonra, haftalık çalışmalar uygulanmıştır. Her hafta, ön test ve son test kelime çalışmalarını ve hedef kelimelerin sunumlarını içeren okuma öncesi kelime çalışmaları, sessiz okuma, okuma sonrası aktiviteler, anketler, röportajlar ve ön test olarak okuma öncesi son test kelime çalışmalarından oluşan 7 basamaklı bir çalışma yürütülmüştür. Çalışmanın başlangıcındaki okuma-öncesi aşamasında resim kelime eşleme çalışması ön test olarak uygulanmıştır ve sonrasında öğretmen tarafından kelime sunumları yapılmıştır. Kelime sunumu tamamlandığında öğrencilerden metni sessizce okuyarak okuma sonrası alıştırmaları yapmaları istenmiştir. Dersin sonunda, tüm öğrencilere akış anketi yapılmıştır. Her iki dersin sonunda öğrencilerle yarı yapılandırılmış sorulardan oluşan röportaj yapılmıştır. Son olarak okuma-öncesi aşamasında ön test olarak yapılan kelime resim eşlemesi bu aşamada son test olarak tekrar uygulanmıştır. Okuma öncesi ön kelime çalışmalarının öğrencilerde akış deneyimine etkisi, ön test ve son test kelime çalışmalarının nicel analiz yöntemi ile ve yarı yapılandırılmış görüşme sorularının nitel analiz yöntemi ile analiz edilmesiyle belirlenmiştir. İngilizcenin yabancı dil olarak okutulduğu sınıflarda akış deneyimini etkileyen temel faktörler ise anket sorularının nicel analiz yöntemi ile ve tüm öğrencilerle yapılan görüşmelerin nitel analiz yöntemi ile analiz edilmesi ile belirlenmiştir. Bulgular, okuma öncesi ön kelime çalışmalarının öğrencilerin akış deneyimi yaşamasını olumlu yönde etkilediğini ortaya koymuştur. Çalışma ayrıca öğrencilerin akış deneyimini farklı yoğunlukta deneyimlediklerini ortaya koymuştur.

Çalışma sonucunda, okuma öncesi ön kelime çalışmalarının metni okumadan önce uygulanması gerektiği; okuma etkinliğinde bireysel farklılıkların dikkate alınması gerektiği ve ders esnasında işbirliğinin desteklenmesi öngörülmektedir.

Anahtar Kelimeler: Akış, Kelime, Okuma Öncesi, Okuma-Öncesi Kelime, Öğretme Öncesi, Öğretme Öncesi Kelime.

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ESM : Experience Sampling Method

FL : Foreign Language

L1 : First Language

L2 : Second Language

MoNE : Ministry of National Education

SLA : Second Language Acquisition

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the statement of the problem, the purpose of the study, the significance of the study and assumptions. Also, limitations of the study and definitions of key words that are mostly come across during the study are held.

1.1. Background to the Study

English has become widespread due to the fact that some reasons such as settler colonisation, slavery, trade and exploitation colonies so today people can often come across with English in their daily lives (Galloway, 2015). It is known that people encounter English contents in different cities where they live or go, on the streets, on traffic signs, on the warnings or similar places and this has made English a global language. Due to globalization, the language that has been learned or taught widely in international platform is English. Consequently, in the 20th century, English has become a common language for communication among people whose mother tongue is different and it is accepted as *lingua franca* (Harmer, 2001). As the fact that English is so common has revealed individual differences among learners, Kachru divided the English-speaking countries into three groups which is called *Kachru's Circle*; *inner circle* (Britain, USA & Australia); *outer circle* (India, Singapore, Nigeria etc.); and *expanding circle* (Poland, Japan, Hungary, etc.). In inner circle, people speak English as the primary language; in outer circle, people use English widely or as an official language; in expanding circle, people use English as a foreign language (Kachru, 1985). Turkey has took part in expanding circle and almost all the students (98. %) learn English as a first foreign language in Turkey (Genç, 2004). People of all ages make an effort to learn English in Turkey (Yaman, 2018). However, it is argued that although people spend many hours or years for learning English, they cannot learn or speak English as it is aimed.

The education system in Turkey has been including “English as a foreign language (EFL) as one of the most important subjects to study”(Musso Buendía & Ortega-Martín, 2018, p. 4) for a long time. In 1983s, at an Official Journal in Turkey (Resmi Gazete, 1983) foreign languages which have been planned to be taught in primary and secondary schools have been specified as English, German and French and they have been primarily taught in state and private schools since then (Genç, 2004).

In Turkey, children not having any health problems or apology start first grade when they are 72-months-old. Bostancıoğlu (2019) states that as 72-months-old children are obliged to start primary school, students at 1st grade are nearly 7 years old and at 2nd grade they are nearly 8 years old. It is known that students are interested in learning English at this age because they encounter a new language which is different from their mother tongue for the first time. Bür and Aycan (as cited in Işık & Semerci, 2016) state children who start learning English at an early age do not have anxiety to learn and they learn the language well (Işık, Semerci, 2016). Curiosity level can be high towards this language that is learned at this age. In addition to these changes, primary school grade was lowered from 5th grade to 4th grade in 2012, that is, primary school included from 1st grade to 4th grade and 5th grade was added to secondary school. As a result, the Primary Schools English Language Teaching Program and the syllabus for primary and secondary school grades have been revised (MoNE, 2018).

English as a foreign language had been an obligatory school subject beginning in the 6th grade at secondary schools, and then it had been applied as a necessary school subject starting from the 4th grade between the years of 1997 and 2013 with a reform on education (Arıkan, 2017; Karakaş, 2019). In Turkish education system revolutions continued and English has been taught as a compulsory subject 2 hours per week from 2nd grade to 4th grade in states schools since the latest regulation that was published in 11. 04. 2012 (T.C. Resmi Gazete, 2012) and enforced since then by the Ministry of Education. English lesson class hour has increased from 2 to 3 hours per week in 5th and 6th grades whereas it has been applied as 4 hours per week in 7th and 8th grades. However, when English is chosen as an elective foreign language course, an additional 2 hours is added so it can be taught 5 hours in 5th and 6th grades; 6

hours in 7th and 8th grades per week (Talim Ve Terbiye Kurulu Başkanlığı, 2018). Moreover, “at the 2nd and 3rd grade levels, speaking and listening are emphasized; while reading and writing are incorporated in higher grades as students become more advanced” (İngilizce Öğretim Programları, 2018, p.3). Starting from this point of view the new English language curriculum has been designed according to the principles of Common European Framework of Reference for Languages (CEFR) so in order to support students’ fluency and proficiency students are provided to use the language in an authentic communicative environment (İngilizce Öğretim Programları, 2018). At this point, students’ success may be prevented on account of the fact that academic deficiency as they have less opportunity to practice English and lack of vocabulary knowledge. By the way, studies have proved that pre-reading activities have many advantages for the students in reading activities like improving their reading comprehension (Hoover & Gough, 1990; McDaniel & Pressley, 1986, Aydoğan, 2014).

With the expansion of English language learning around the world, some problems have arisen in language learning. There have been many studies done so far about aiming to observe the reasons of failure in learning English as a second language. Musso Buendía & Ortega-Martín (2018) have investigated diversity in the EFL classes and effect of motivation in learning a foreign language. They claim that when students are not motivated during the lesson, they find that subject is useless (Musso Buendía & Ortega-Martín, 2018). Meanwhile, some researchers have conducted a study on anxiety in the foreign language learning process and they state that the importance of English and learners’ willingness to learn a foreign language are two important factors (Thi, Trang, Moni & Baldauf, 2012.).

Moreover, it is known that motivation has an important role on reading in English language classrooms. Colorado (2008) states that teacher must motivate students for reading and comprehending the text by creating some motivating activities in pre-reading stage. These activities are necessary as they enhance students’ motivation. Also, motivation can affect students’ perception towards pre-reading activities. McShane and Glinow (2018) describe perception as “the process of receiving information about and making sense of the world around us” (McShane & Glinow, 2018, p. 70). It is known that perception helps people interpret and understand the

information and McShane and Glinow (2018) state that emotions and behaviours toward objects, people and events are influenced by the resulting perceptions. In this respect, knowing students' perception on learning a language can be crucial.

Another factor that is effective on learning a foreign language can be accepted as internal and external factors. Researchers state that some students learn their subject for internal rewards, in other words activities that are done for their own sake and these internal factors can be categorized by some researchers as a sense of control, feedback, merging of action and awareness, loss of self-consciousness and an intense feeling of enjoyment (Chan & Ahern, 1999; Csikszentmihalyi, 1975; 1982; 2014). Also, external rewards such as getting high grades and passing their exams (Musso Buendía & Ortega-Martín, 2018; Davis & Csikszentmihalyi, 1977; Csikszentmihalyi & LeFevre, 1989) has an important role on learning a foreign language. Then, considering that students' experience of flow can be effective in learning, the flow experience of learners in foreign language learning began to be explored (Larson, 1988; Schmidt & Savage, 1992; Schmidt, 1995; Schmidt, Boraie & Kassabgy, 1996; Wilkonson & Foster, 1997; Whalen, 1997; Abbot, 2000; Egbert, 2003; Tardy & Synder, 2004; Alperer, 2005; Şentürk, 2010; Chiru, 2017; Yeşiltaş, 2019).

Although studies on flow theory have started to be carried out in the field of psychology for more than 40 years, it has become popular in foreign language teaching as well. Flow studies give priority to research the quality of subjective experiences that ensure internally motivated and try to observe how people feel when they are engaged in activities. It is stated by the researchers that "Research conducted concerning the existence of flow experiences in educational settings in relation to the conditions associated with flow have illuminated learners' emotional states while being engaged in language learning tasks" (Alperer, 2005, p.23). Because of this reason studies are conducted frequently to investigate the effect of internal and external motivation on foreign language learning. According to the studies, when the person is intrinsically motivated, he experiences optimal experience in his activity, that is, he experiences flow (Csikszentmihalyi, 1975; Yeşiltaş, 2019).

1.2. Statement of the Problem

Sometimes, when I start the lesson, I see that my students are interested in the lesson or I come across that the students allow the course flow too quickly, or, on the contrary, something causes the course to become an endless process and I hear students' dilemmas. The course books prepared by the MoNE generally do not include vocabulary activities in pre-reading stage and this deficiency can make reading activities incomprehensible. As a result, I notice that when the students fail to understand the reading text, they do not experience flow and they get bored in the course.

One day, it was an early morning and my students were supposed to be sleepy in the lesson but I noticed that my students were happy and eager to the lesson and it seemed as if the course lasted two minutes. After that, I decided to find in which situations students are in a flow or in lack of flow experience. Although there have been many studies about pre-reading studies and vocabulary teaching in Turkey, there has been limited research about the flow experience in school contexts. Therefore, investigating the effects of pre-reading vocabulary studies on flow experience in a secondary school's EFL classroom was the purpose of this thesis.

In the second grade of the primary schools in Turkey, students start to learn English as a foreign language and by the 8th grade, they have been learning English for seven years; however, as the students live in a country whose mother tongue is Turkish, the students are rarely exposed to the English or practice it except their English lessons at schools so they see English as a lesson rather than a tool for communication. Also, they are unaware of the fact that English will make their life easier or bring new opportunities in the future (Şevik, Yalçın & Bostancıoğlu, 2017). In addition, the researcher of this thesis follows up the course book provided by the MoNE and asks students do the reading activities in the class for the aim of enabling students to develop their reading comprehension. The reading activities in the course book do not include vocabulary activities in the pre-reading stage so students usually find reading text difficult to understand as they come across with many unknown words (Ekaningrum & Prabandari, 2015; Vazaka, 2009). As a matter of fact, students may often lose their interest in English lessons.

Having said that, flow theory has begun to be discussed in the field of education and many flow researchers have conducted a number of studies on the existence of the flow experience in the language classrooms which will be explained in chapter 2 (Schmidt & Savage, 1992; Schmidt, et al. 1996; Csikszentmihalyi, 2002; Abbot, 2000; Tardy & Snyder, 2004; Egbert, 2003;), on increasing engagement in activities (Csikszentmihalyi, 1997; Ryan & Deci, 2000; Egbert, 2003) and on the existence of flow experience in some activities like writing ,speaking, internet usage, computer usage (Abbot, 2000; Smith, 2005; Şentürk, 2010). However, no study has focused on the existence of flow experiences in reading activities. The main objective of the researcher of this thesis is to overcome the current shortcomings of reading activities in the course books, encourage students to comprehend reading text in the target language , increase their motivation level and provide the students experience flow in EFL classes.

The fact that there has been little study about flow experiences in Turkey drove me work in this field. I believe that studying in this field will make EFL teachers more conscious about noticing elements for experiencing flow and it may help students experience flow in English classes better.

1.3. Purpose of the Study

The aim of the present study is to investigate the effect of pre-reading vocabulary practices on experiencing flow in EFL classes and to identify the key factors involved in occasioning the flow experience in English classes according to the student's views.

1.4. Significance of the Study

The significance of the study can be described within three different angles; the context of the study has been conducted in, the main concern of the study and the methodological design of the study.

First, most of the flow theory studies to date have mainly focused in the field of psychology. However, there has been a growing interest in the study of flow experience in education and in the language classroom since 1990s. In these studies, the elements that constitute flow experience have been investigated. Also, studies both have been carried out on the situations in which flow experience has been experienced and on the situation in which students have experienced apathy. In addition, some research has been conducted on the existence of flow in the language classroom specifically during a variety of activities such as reading, using the computer, using the internet, and writing (Abbot, 2000; Egbert, 2003; Smith, 2000). However, referring to the literature, although studies about flow experience in EFL classes have highly gained importance, very little attention has been paid on this issue in Turkey and there is no study investigating the elements of the flow experience in the field of education or EFL teaching context.

Second, the effects of pre-reading studies on EFL have been searched for many years. The effects of these pre-reading studies on student success, motivation and reading comprehension has been researched and it has been proven that they have various benefits such as activating background, increasing motivation and improving comprehension (Carrel & Eisterhold, 1983; Anderson, 1999; Taglieber, Johnson & Yarbrough, 1988; Brown, 2001; Armbruster & Osborn, 2002; Sariçoban, 2002; Mihara, 2011; Ur, 2012; Brown & Lee, 2015; Mousavian & Siahpoosh, 2018). However, there is no definite information about whether pre-reading vocabulary study, which is one of these pre-reading studies, has an effect on the flow experience of the students in the lesson so this study is important in terms of investigating the effects of pre-reading vocabulary studies on the flow experience during the reading activity in EFL classes.

Third, the significance of the present study derives from its methodological design in that it uses mixed methods research design and thus differs from most of the previous research on flow theory. Many studies on flow theory in EFL classes have focused on quantitative research design. The validity of the research is maximized by using both qualitative and quantitative data (Dörnyei, 2007). Furthermore, the present study is significant in filling the gap in the literature by investigating the effects of

pre-reading vocabulary studies on experiencing flow and determining learner's view on the key factors of flow experience in EFL classes.

To sum up, this study becomes invaluable regarding to its context (the key factors of flow experience on EFL learners in Turkey); its main concern (the effects of pre-reading vocabulary studies on flow experience in EFL) and methodological design (mixed method research).

1.5. Assumptions

The assumptions regarding to this study as follows:

1. As the main assumption of this study, using pre-reading vocabulary studies will have an effect on students' flow experience in EFL learners in a secondary school context.
2. The researcher/ teacher will act unbiased.
3. The participants' selection technique (purposive sampling) was assumed to be in line with the purposes of this study.
4. The pre-reading vocabulary study prepared for the study will provide appropriate result.
5. It is assumed that pre-reading vocabulary studies will be motivating. Thus, some of the participants of this study will likely show no difference while doing the study.
6. The participants will mostly try to do their best during the study and they will answer the interview questions sincerely.
7. Each student in the study will attend the lesson.

1.6. Limitations

There have been some limitations of this study. The limitations of this study results from the limited number of the participants, the absence of different level participants, disruptions of the process, the nature of the tasks and single type of the participant.

First, the reader should bear in mind that this study is limited to 41 8th grade secondary school students in a village government school. The number of the participants and including one level of group may cause some disruptions. Comparing to the whole population of schools in the country, it is clear that this size includes a very small proportion. Also, this study is carried out in 8th graders. Therefore, if the research studies could have been applied to much larger groups or to other level of students, the study results could differ. Besides, the data collection was applied to only one school in Burdur, Turkey. The replication of the study at different cities of Turkey or different levels would provide better generalizability of the findings in this study.

Second, it is thought that some disruptions may cause the participants lose their motivation during the process. The pre-planned work schedule was disrupted due to some reasons such as school break because of heavily snowing, teacher's/the researcher's attending conference and exams.

Third, the types of pre-reading vocabulary tasks are another limitation of the study. There are three different types which are definition of the word, using picture and an example sentence. However, using some different vocabulary tasks can be more appealing for the participants.

Lastly, this study examines students' experiences of flow while reading. Flow researchers state that examining teachers' experiences of flow in learning is important as examining students' experiences of flow on account of the fact that teachers' motivation which is the result of flow experience may provide effective teaching when the aim is to raise a desire for learning (Csikszentmihalyi, 2014; Tardy & Synder, 2004). However, this study searches students' experience of flow rather than teachers in order to investigate the effects of pre-reading vocabulary studies on students' experiencing flow widely.

To sum up including a small number and one level of the participants, disruptions during the study, the tasks' nature and a single type of the participant can be accepted as the limitations of the study.

1.7. Definition of the Key Concepts

Flow: This term refers to the psychological state of a person in which he is at moments of optimal when he is fully motivated or absorbed in what he is doing (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990; Csikszentmihalyi, 2004). It is the situation of being in an intense focus in an activity (Yeşiltaş, 2019).

Pre-reading: Pre-reading is the period before reading (Collins Dictionary, n.d) that prepares the readers for the things that they are going to read and increase the readers' involvement with the text (Nordquist, 2019). Pre-reading activities help activating appropriate knowledge structures for the readers (Taglieber et al, 1988) and can facilitate students' reading comprehension (Floyd & Carrell, 1987; Carrel, 1988).

Pre-teaching: Pre-teaching is to teach the language students need before starting an activity (British Council, 2020). This instructional method makes a reading passage easy to comprehend for the readers by providing the brain focus on this comprehension without decoding the meaning of unknown words (Mousavian & Siahpoosh, 2018,).

Pre-teaching vocabulary: Pre-teaching vocabulary is a strategy in which teachers introduce students to new vocabulary words before reading a text selection that contains the new vocabulary words. Pre-teaching vocabulary helps the reader activate the meaning of the context and built background knowledge (Mousavian & Siahpoosh, 2018)

Vocabulary: The body of words used in a particular language. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). "Vocabulary is the basic part and a key element to learn any language" (Bakhsh, 2016, 1p.120).

Pre-reading vocabulary: Pre-reading vocabulary is helpful for the students in achieving their reading comprehension. According to Mihara (2011), pre-teaching vocabulary may help address unfamiliar words or phrases that can interfere with students' comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature of Flow Theory; the definition of Flow, a brief history of Flow Theory, flow experience in learning process, the measurements of flow experience that have been applied throughout its history and previous studies of Flow Theory. In addition, reading skills and parts of reading activity process in English Foreign Language classes (later it will be called as EFL classes), definition of reading, research on the effects of pre-reading vocabulary studies on reading, and, finally previous studies regarding flow theory, flow experience in EFL classes will be held in this chapter.

2.1. Flow Theory

Flow researchers attempt to explore whether people are happy in their daily life and start to investigate creative people. Researches primarily go through with the artists and the scientists in order to understand what makes the lives of these people, who have the reputation and fame they desire, meaningful and happy.

Csikszentmihalyi (2004) gives an example of a famous composer in America in 1970s and explains his words in terms of how he feels while he is in flow. According to the opinion put forward by the researchers, it is stated that when a composer begins to create his work, all his perceptions are concentrated on this activity and there is no attention left to follow his body or other environmental factors. Moreover, being in such a situation is accepted as the existence is temporarily suspended (Csikszentmihalyi, 2004). Flow researchers have conducted interviews with famous athletes, poets, composers, responsible and successful CEOs, olympic skaters, from blind nuns to Himalaya climbers, Nojoca shepherds, and results show that they love their jobs (Csikszentmihalyi, 2004). Based on the explanations of these people, flow researchers have come to the conclusion that there are 7 conditions for experiencing flow (Csikszentmihalyi, 2004; Csikszentmihalyi, 1990; Jackson & Marsh, 1996).

These conditions are explained by Csikszentmihalyi in 2004 in one of his speeches at Ted College:

1. Completely involved in what we are doing -focused concentrated.
2. A sense of ecstasy - of being outside everyday reality.
3. Great inner clarity - knowing what needs to be done, and how well we are doing.
4. Knowing that the activity is doable - that our skills are adequate on the task.
5. A sense of serenity - no worries about oneself, and a feeling of growing beyond the boundaries of the ego.
6. Timeless - thoroughly focused on the present, hours seem to pass by in minutes.
7. Intrinsic motivation -whatever produces flow becomes its own reward. (Ignitia Office, n.d)

Flow Theory is developed by Csikszentmihalyi in psychology field. According to Csikszentmihalyi (1975) flow is defined as a situation where people are involved in a practice and then nothing else is a matter. He explains that people are so concentrated on the activity that they think nothing around or they do not worry about the problems (Csikszentmihalyi 1975; Csikszentmihalyi, 2002). Flow is described as “being in the zone” or “in the groove” (Jackson & Marsh, 1996, p.19) while Abbott (2000) names it “blinking out” or “having the touch” (as cited in Egbert, 2003, p.499). In those moments, concentration is so intense, there is no attention left over to think about anything around or to worry about problems (Csikszentmihalyi 1975; Csikszentmihalyi, 2004). When someone experiencing flow, the sensitivity for the time is being distorted and self-consciousness disappears. The one who experience flow on his practice will not be aware of the passing time and he will enjoy the activity. Also, when someone experience flow, he will feel the best in the process of doing the activity and athletes are on the basis of peak performance (Jackson & Roberts, 1992).

“A flow experience ensues when one becomes so deeply focused on a task and pursues it with such passion that all else disappears, including the passage of time, worry of failure, or the sense of authorship” (Dietrich, 2015 p. 163). Every learning experience or teaching process does not guarantee that the teacher or the learners are experiencing flow. Flow experience compounds the activity and awareness in the process. It means that teacher or learners are aware of their activities but they are not aware of the awareness itself. Some flow researchers describe flow with different aspects. Csikszentmihalyi started his research about flow in 1975 by questioning why

people deeply concentrate on their activities although there isn't any external reward. It has been defined that this dynamic state as a flow is the holistic feeling that people feel when they are fully involved. According to the definition, people who experience flow do not consciously intervene when the action takes place so the action takes according to internal logic (Davis & Csikszentmihalyi, 1977). People perform their best in process of flow experience (Jackson, 1992). Besides, Csikszentmihalyi expresses the flow experience as a holistic process in which the person can control the actions *as a unified flowing from one moment to the next* (Davis & Csikszentmihalyi, 1977) in which there is not much discrimination between stimulus and response, in other words as autotelic experience.

In the next few years, the flow experience has been associated with the level of difficulty faced during the activity and the skill level that the person has and it is also mentioned that the flow experience can occur at the moments when both challenges in the activity and skills of the person are high. Flow researchers explain this situation by saying that while a person is engaged in an activity, there may be situations where both skills and challenges are high (Csikszentmihalyi & LeFevre, 1989; Yeşiltaş, 2019; Rivera, 1996). At such times, the person both enjoys the moment and acquires new skills. It is stated that even learning these new skills gives him the opportunity to increase his ability to become self-esteem. Many flow researchers (Egbert, 2003; Csikszentmihalyi, 1990) claim that the experience of flow should be high in relation to the activity that the person is doing. As Bauman (2012) mentioned, it is desirable to enjoy and have fun during the flow. However, in order to experience flow during the information acquisition, the person must be fully concentrated and willing to act (Baumann, 2012). In addition, after some studies on this subject, it is concluded that interest is the pioneer of self-esteem and intrinsic motivation (Csikszentmihalyi & Schiefele, 1994).

Csikszentmihalyi (1975) describes flow as being deeply concentrated in an activity and not worrying about problems or not thinking anything. "Concentration is so intense that there is no attention left over to think about anything irrelevant, or to worry about problems. Self-consciousness disappears, and the sense of time becomes distorted" (Csikszentmihályi, 1990, p.71). This explanation is considered as being true because people cannot think of anything else because they are fully concentrated

on the work while doing an activity; they lose the concept of time and show that they have experienced flow experience (Csikszentmihalyi, 1975; Csikszentmihalyi & Larson, 1977; Csikszentmihalyi & LeFevre, 1989; Nakamura & Csikszentmihalyi, 2002).

Studies related with flow started by investigating sportsmen and skilful people. Csikszentmihályi started his studies by questioning the effect of autotelic experience on motivating people and so he dealt with composers, chess champions, and surgeons by showing intrinsic rewards that are difficult to observe in “everyday life” (Davis & Csikszentmihalyi, 1977, p.198). Csikszentmihalyi expresses that situation by saying:

A person in flow has no dualistic perspective: he is aware of his actions but not of the awareness itself. A tennis player pays undivided attention to the ball and the opponent, a chess master focuses on the strategy of the game, most states of religious ecstasy are reached through complex ritual steps; yet for flow to be maintained, one cannot reflect on the act of awareness itself. When awareness becomes split, so that one perceives the activity from "outside," flow is interrupted. (Csikszentmihalyi, 1975, p.38)

In accordance with Csikszentmihalyi (1975) the rock climbers who risked their lives, the artists those who devote their lives to art, who spend their energy on chess put aside the pleasure such as money, power and prestige that dominate the world and devoted themselves to an invisible satisfying. It is necessary to question why people abandon such materialistic rewards and engage in activities that make them more enjoyable which reveals the fact that there is serious discontent in the schools, work places or in offices.

2.1.1. Autotelic experience. According to Csikszentmihalyi the word “autotelic” is defined as *auto* (from the Greek) meaning *self* and *telos* means goal, purpose and *autotelic experience* is described as being not bored and not producing anxiety (Csikszentmihalyi, 1975; 1990; Baumann, 2012). Nakamura and Csikszentmihalyi (2002) state that autotelic personality has some characteristic such as curiosity, interest in life, persistence, and low self-centeredness, as well. When somebody is in the situation of autotelic experience there is no time to get bored or to

worry about what may or may not happen and he describes flow as *the autotelic experience* as it has no external goals or external rewards and people feel it when they act with total involvement (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990; Baumann, 2012) and individuals who are in the mood of autotelic experience feels as if time flies (Agarwal & Karahanna, 2000). “Autotelic personality is a conjunction of receptive (e.g., openness) and active qualities (e.g., engagement and persistence)” (Baumann, 2012, p.3) that’s to say it involves highly engagement and persistence.

Autotelic experience is the experience where one’s external reward or target expectation or time concern and anxiety are absent and the person is fully involved in the activity which is not boring and is motivating for people. The following statement about autotelic experience is explained as “When the experience is autotelic, the person is paying attention to the activity for its own sake, when it is not, the attention is focused on its consequences” (Csikszentmihalyi, 1990, p.67). There may be some changes in the number of external signs that people need to perform the same mental functions (Csikszentmihalyi, 1990). “Individuals who require a great deal of outside information to form representations of reality in consciousness may become more dependent on the external environment for using their minds” (Csikszentmihalyi, 1990, p.86). These people who have difficulty in controlling their thoughts may experience enjoy less. However, people who need less external cues to activate their consciousness are less dependent to the environment, for the very reason, they experience flow easily and optimal experience is achieved more frequently by them (Csikszentmihalyi, 1990). In addition, flow activity requires concentration and willingness as well as it requires pleasure and fun (Baumann, 2012). From this point of view, while autotelic individuals feel deep sense of interest and they can recognize to build their skill, non-autotelic individuals may see this learning process as difficulty (Baumann, 2012).

Based on this explanation some external motivating awards such as money, status, grades for students arise during the flow experience can cause some misunderstandings or make it more vulnerable during the experience. While people are trying to get motivating external elements, the fear of losing can arise and this distraction often worries them. For instance, when students enjoy English lessons at schools or in other words when they experience flow in learning process, the desire

of getting high marks or appreciation by their classmates can cause them become anxious and disrupt the process of experiencing flow. On the contrary, people sometimes do some activities for external reasons and it is called as exotelic (Csikszentmihalyi, 1990). However, if a person starts doing the activity that he does it for external reasons by coming from within himself or starts to enjoy this activity, and then he experiences flow. Moreover, in a study held in Japan, autotelic students were observed to be more balanced in perceived challenges and skills than non-autotelic students (Asawaka, 2004).

2.1.2. Optimal experience. Optimal experience is described in many ways by the flow researchers but all descriptions meet at the same ideas. Optimal experience is a situation in which a person deals with an activity and the task and challenges are in a balance (Csikszentmihalyi, 1990; 2014; Yeşiltaş, 2019; Jackson, 1992; Karahanna, 2006; Mcquillan & Conde, 1996; Amini, Ayari & Amini, 2016; Engeser & Rheinberg, 2008). Since the self is in an order or there is no information that threatens to spend energy on it, it can concentrate its attention on the target in order to reach its goal and this state is called as *optimal experience* or *flow experience* by the researchers (Csikszentmihalyi, 1990). Optimal experience is accepted as the starting point of existence and the availability of optimal experience provides purposes in living (Csikszentmihalyi, 1982; 1990; 2014).

Experiencing flow provides a person concentrate on a single goal as his or her thoughts and feelings are congruent and the person experiencing finds this state enjoyable and he can built self- confidence. Enjoyable activities require a complete focusing attention on the task at hand (Csikszentmihalyi, 1990). People may be satisfied if their biological needs are met such as eating and drinking but this may not mean that they enjoy doing them. Csikszentmihalyi (1990) gives this example in his studies by saying:

We can experience pleasure without any investment of psychic energy, whereas enjoyment happens only as a result of unusual investments of attention. A person can feel pleasure without any effort, if the appropriate centers in his brain are electrically stimulated or as a result of the chemical stimulation of drugs. But it is impossible to enjoy a tennis game, a book, or a conversation unless attention is fully concentrated on the activity. (Csikszentmihalyi, 1990, p.46)

As Csikszentmihalyi (1990) explains in his studies that it is known that since learning will be an external imposition, that is, the necessity for someone who starts school, the excitement of learning and acquiring new knowledge begins to decrease. “The flow which happens in case of the balance between the challenges and skills that an individual perceives while doing a job is a motivational” (Yeşiltaş, 2019 p.416).

2.1.3. Elements of flow experience. Studies done about experiencing ‘flow’ in an activity show that characteristics of ‘flow’ are varied according to the different studies but they have common features as well. Researches about ‘flow’ go back to the 1970s as a kind of study for any activity and studied in positive psychology rather than dealing with education. Since the beginning of flow studies, some researchers have made changes, additions or deductions on the names of the flow conditions, these conditions of flow experience are concentrated on similar elements.

According to the Csikszentmihalyi characteristics of flow are: *merging of an action and awareness, a centering of attention on a limited stimulus field, loss of ego (or self-forgetfulness, loss of self-consciousness, transcendence of individuality and to be in control of his actions and the environment*, that is, being in control of action but is simply not worried by the possibility of lack of control and *feedback* which has been named as *clear goals and feedback* in 1990s studies (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990; Keller and Bless, 2015). *Transformation of time* has been accepted as another important condition that has been observed while someone is in flow (Csikszentmihalyi, 1990, Jackson & Marsh, 1996). These identified elements can be considered as having a direct influence on experiencing flow during an activity and “they represent the optimal psychological state of flow; singly they signify conceptual elements of this state” (Jackson & Eklund, 2002, p.134).

Csikszentmihalyi explains that *merging of an action and awareness* is the clearest sign of flow, the individual is aware of his actions but not of the awareness itself (Csikszentmihalyi, 1975, 1990; 1996; Quinn; 2005; Chiru, 2017. In the case of merging of an action, experiencing flow must be continuing and the awareness must not be interrupted. According to Csikszentmihalyi at the moments of merging of an

action and awareness “the activity becomes spontaneous, almost automatic; they stop being aware of themselves as separate from the activity they are performing” (Csikszentmihalyi, 1990, p.53), awareness is experienced simultaneously (Quinn, 2005) and the self and activity cannot be separated (Csikszentmihályi, 1975). This element of flow shows “how absorbed a person is in an activity” (Chiru, 2017, p. 90) and “oneness does not require effort in flow” (Jackson & Csikszentmihályi, 1999, p. 19). This flow element causes one to lose sight of the worries and concerns of daily life” (Mcquilian & Conde, 1996, p.111).

Second characteristic of flow experience is *a centering of attention on a limited stimulus field* (Csikszentmihalyi, 1975; 2014). It is a kind of condition in which people concentrate on their studies and they seem to hear nothing and they are only aware of the work that they do at that time. Giving attention to a complete task that is providing a full concentration makes the activity enjoyable and there is no room for other distractions in the brain. “Consequently, the ordinary state of mind involves unexpected and frequent episodes of entropy interfering with the smooth run of psychic energy” (Csikszentmihalyi, 1990, p.58). That’s why one focuses on what he is doing and cannot think of anything other than his current task, which indicates that the person has experienced flow during the activity. That’s to say, pure involvement and the moments not considering results bring flow (Csikszentmihalyi, 2014; Chiru, 2017).

Another characteristics of flow experience is *loss of ego, self-forgetfulness* or *loss of self-consciousness* (Csikszentmihalyi, 1975; Egbert, 2003; Baumann, 2012; Nakamura & Csikszentmihalyi, 2002). Researchers suggest that self-forgetfulness is not a person’s forgetfulness of his or her physical presence or power while experiencing flow but rather it is the fact that his feeling of his inner process more intense. “Excessive self-consciousness and self-centeredness prevent flow as attention is too rigid and tight. Neither extreme allows a person to control attention. Those who operate these extremes cannot enjoy themselves, have a difficult time learning” (Csikszentmihalyi, 1990, p.85). Cutting out some common distractions such as grade and ridiculing performance from the main task in a learning process will increase enjoyment (Csikszentmihalyi, 2014).

Fourth, *having sense of control* is the situation where a person has clear goals, matching of the skills and challenges of a person has, being able to control his tasks on an activity, knowing what to do and how to do. Yeşiltaş (2019) explains this situation as being able to “handle everything related processes about the task” (Yeşiltaş, 2019, p.416). Csikszentmihalyi explains this condition with his words by saying:

Still another characteristic of a person in flow is that he is *in control of his actions* and of the environment. He has no active awareness of control but is simply not worried by the possibility of lack of control. (Csikszentmihalyi, 1975 p.44)

Csikszentmihalyi (1975) states *being in control of action* for a dancer means the dancer is not concerned about making mistakes or the dancer does not try to impose her energy on any of the people there but just dance for the walls or floors. So when a person is in control of an action that he does, he cannot think of anything else. “Absorption by concentrating can be defined as to concentrate easily and feeling that time has passed very quickly” (Yeşiltaş, 2019, p.416).

“Another quality of the flow experience is that it usually contains coherent, noncontradictory demands for action and provides *clear, unambiguous feedback* to a person’s actions” (Csikszentmihalyi, 1975, p.46). This characteristic of flow shows that a person, for example a climber or a poet does the activity she or he is doing because it is only the thing, that is, and she or he wants to continue on this activity and the thing that is discovered is nothing but the person himself. Having clear objectives and providing immediate feedback enable the individual to experience flow (Csikszentmihalyi, 1990).

Also, studies show that ongoing activities may turn out flow experience during the lesson when there are goals which are clear and doable, when there is immediate feedback and a good balance between the learners’ skills and the challenge of the activity. In addition to this, having intense participation in a flow experience is possible with a clear goal and immediate feedback. This can be explained by an example. The goal of a footballer is to send the ball to the opponent’s net and when he sends it he will score and he reaches his goal and gets his feedback.

In some cases, achieving a goal takes long time and efforts which are done to reach this goal takes long time so it requires patience, but at this stage the concept of feedback and goal do not lose their importance. A 62-year –old woman living in the Alps is can be given as an example (Csikszentmihalyi, 1990). Also, an old fisherman in Hemingway's *The Old Man and The Sea* can be considered as an example. In the story, an old fisherman goes fishing every day and his goal is to catch the biggest swordfish in the ocean. He waits patiently for this big fish for years and he is happy and proud when he catches the fish as he achieves his goal and gets feedback. In schooling, the desire to have a successful and happy future or to be able to graduate from a good university or in a more recent period the desire for speaking a foreign language fluently takes long time. In these circumstances, the student can set short-term goals and try to achieve them. He struggles for remembering the new words that are learned daily in English lessons. When he achieves his goal by remembering new words or by answering questions correctly during the lesson, he gets his feedback from his teacher. However, in some cases, goals may not be clear and in such a situation, if a person fails to set goals, there may be moments when they cannot receive feedback so they can neither enjoy the activity nor experience flow.

It is stated that in foreign language acquisition or learning feedback is related with both flow and noticing (Egbert, 2003). Also, researchers say that feedback helps learners maintain and combine the grammatical forms with the production but in some cases such as interruption that occur while providing feedback may stop flow.

Some studies which are focused on 'flow' in foreign language teaching also have some similarities with the studies done previously. Within this scope, Tardy and Synder (2004) describes characteristics of flow in EFL teaching as interest and involvement, authentic communication, spontaneity/ unpredictability, teacher-student dialogue and moments of learning. Moreover, some flow researchers describe activities promoting flow in EFL speaking practices as a balance between challenge and available skills, focussed attention, a sense of control and learner interest (Csikszentmihalyi, 1990; Şentürk, 2010; Egbert, 2003).

According to the flow researchers, the highest level of balance between skills and challenge is one of the most important conditions of the flow experience.

Csikszentmihalyi, 1990; Egbert, 2003; Baumann, 2012). This balance enables the person to succeed in her activity and motivates her to continue the activity.

As the balance between challenges and skills continues, even if the activity is more challenging, the person will continue to use his skills at the highest level to overcome these difficulties (Csikszentmihalyi, 1990; Whalen, 1997; Egbert, 2003; Şentürk, 2010). In addition to this statement, when a person becomes more skilful, he does need more challenges and dealing with new challenges provide flow continue so the person may have the opportunity to use his increased skills (Csikszentmihalyi, 1996). However, Whalen (1997) argues that if the challenges are at high level and the skills are at low level, the person will experience anxiety or apathy.

2.1.4. Structure of flow activities. By limiting the stimulus field, a flow activity allows people to concentrate their actions and ignore distractions (Csikszentmihalyi, 1975; 2014). It shows that people concentrate on their actions deeply and can temporarily forget their identity and its problems. Researchers claim that when a person in flow experience is not getting bored or is not worried.

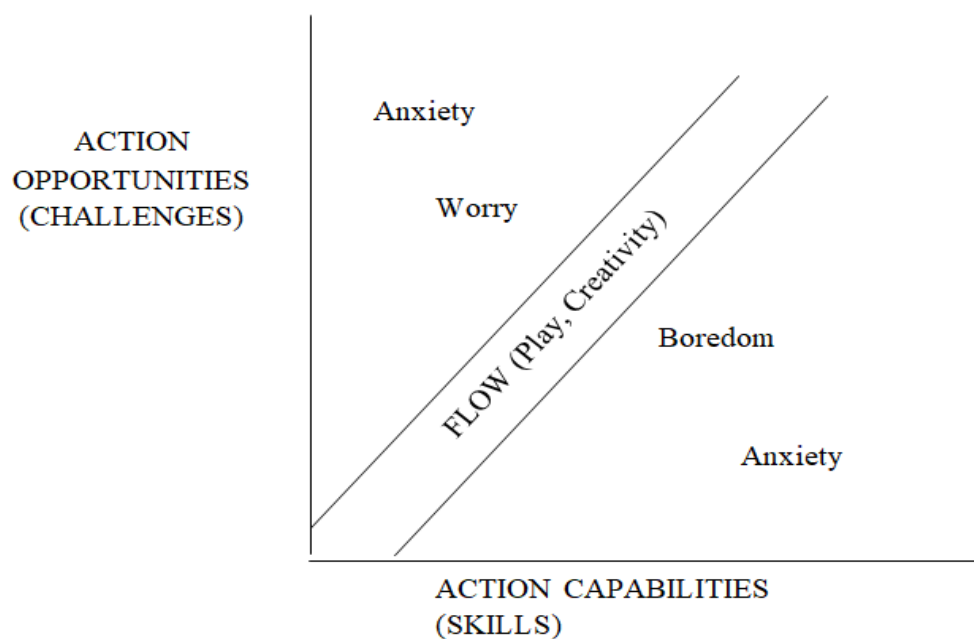


Figure 1. Model of the Flow State (Csikszentmihalyi, 1975)

Figure 1 shows the state of flow by showing in which conditions anxiety, worry and boredom happen. When a person believes that his action opportunities are too demanding for his capabilities, the resulting stress is experienced as anxiety; when the ratio of capabilities is higher, but the challenges are still too demanding for his skills, the experience is worry (Csikszentmihalyi, 1975). The state of flow is felt when opportunities for action are in balance with the actor's skills; the experience is then autotelic (Csikszentmihalyi, 1975). When skills are greater than opportunities for using them, the state of boredom results; this state again fades into anxiety when the ratio becomes too large (Csikszentmihalyi, 1975; Liljedahl, 2017; Egbert, 2003).

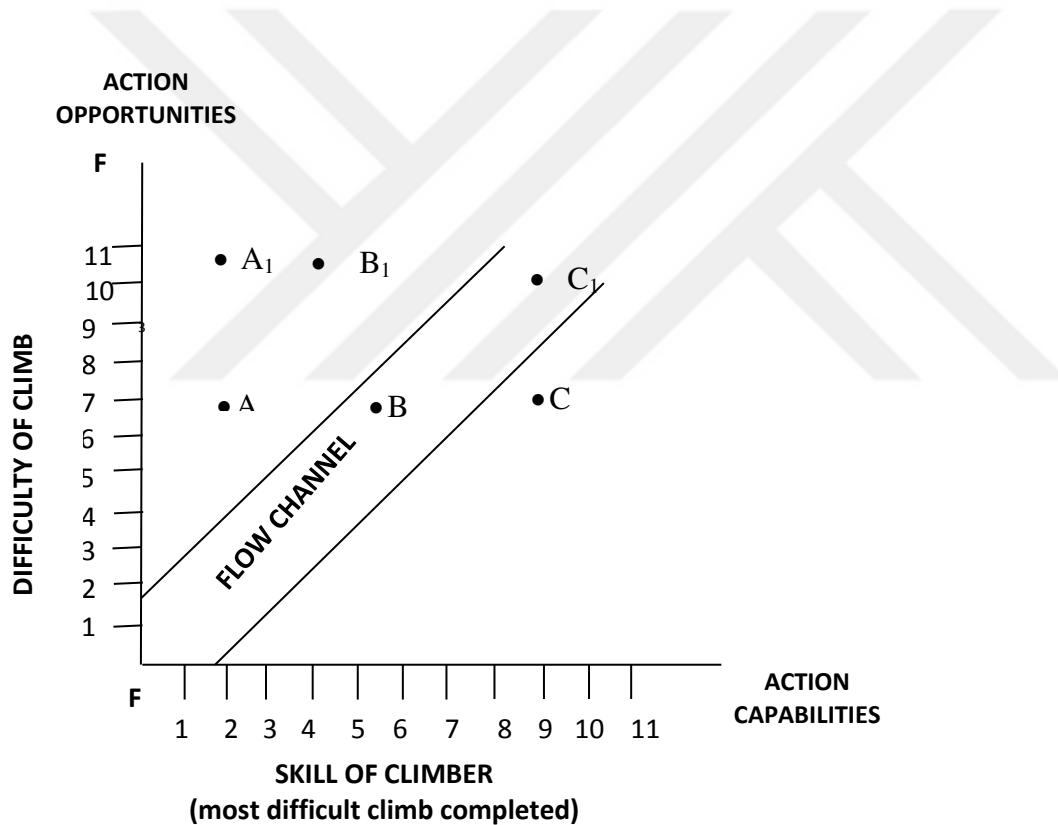


Figure 2. Example of Flow and Non Flow Situations in Rock Climbing (Csikszentmihalyi, 1975)

Csikszentmihalyi (1975) states that a climber's challenge differs in the difficulties from F^1 to F^{11} according to his ability (see figure 2). "Figure 2 suggests, F^4 climbers on an F^7 pitch will tend to be worried; on an F^{10} pitch they will be anxious"

(Csikszentmihalyi, 1975, p.51). As someone does not have much experience in doing this for the first time while doing any activity, he may experience flow but after this activity continues for a while, the person may get bored and may not experience flow. At the same time, the person may start to feel some anxiety because of showing the same performance. Increasing the difficulties encountered during the activity in order to get rid of such a situation may provide a re-flow experience. In this situation, Csikszentmihalyi's following sentences continue as:

It is to be stressed again that whether a person will experience flow at all and, if he does, whether it will be at a complex or at a simple level depends only in part on the objective conditions in the environment or the concrete structure of the activity. What counts even more is the person's ability to restructure the environment so that it will allow flow to occur. (Csikszentmihalyi, 1975, p.53)

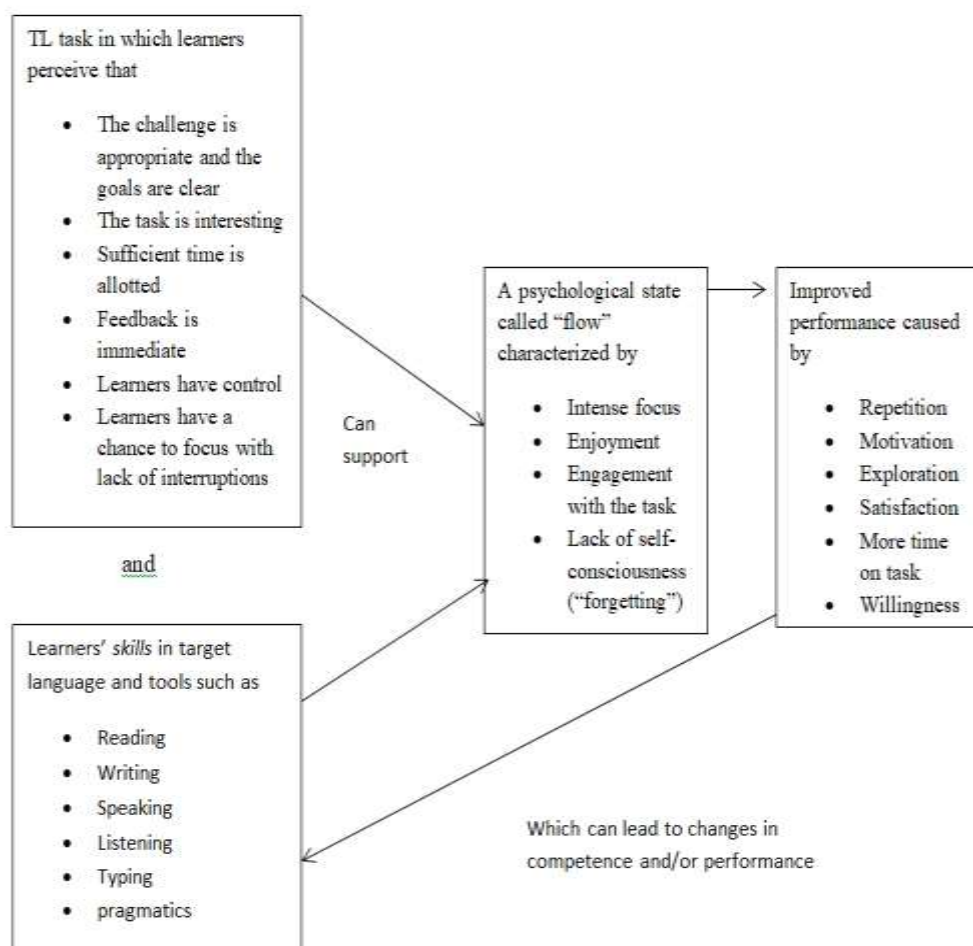


Figure 3. Model of the Relationship Between Flow and Language Acquisition. (Egbert, 2003)

According to Egbert (2003) flow theory proposes that experiencing flow which is specified by stability between challenge and skills and by the learners' interest and focused attention on a task may provide optimum learning (Figure 3).

As it is shown in Figure 4 it is understood that flow occurs not only by the students but also conditions in the class. That is to say variability in contextual elements such as task features, students' skill levels and characters influence the learners' psychology and emotion and this can provide flow experience.

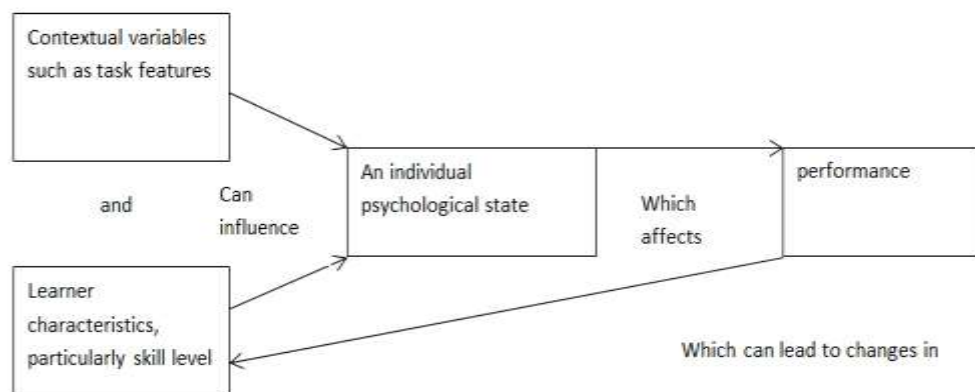


Figure 4. Simplified Model of Flow and Learning (Egbert, 2003)

As Egbert (2003) mentioned in his study, competitive situations bring challenging atmosphere in the class which provide highly motivated classroom environment. Also, when this competitive situation bring enjoyment and challenges are stimulating, competition becomes enjoyable. “One simple way to find challenges is to enter a competitive situation” (Csikszentmihalyi, 1990 p.50).

“Enjoyment appears at the boundary between boredom and anxiety when the challenges are just balanced with the person’s capacity to act” (Csikszentmihalyi, 1990 p.52). It means when the opportunities are equal to the students in the class, they engage in and enjoyment happens for them (Alperer, 2005). For example, when

a listening text is too complex, it can be frustrating for them. If the listening text is easy enough to understand and the task is doable, learners feel confident and enjoy the lesson. Another dimension of the flow is experiencing the task with enjoyable activities which require completely focus on the task. Through much research it is clear that when the teacher and students are in the state of flow, they are more productive, creative and happy (Alperer, 2005; Csikszentmihalyi, 2014; Chiru, 2017).

2.1.5. Measurement of flow. Various researches have been carried out to measure flow experiment and flow researchers and they intensified their studies on flow questionnaire and perception questionnaire which were developed to measure the dimensions of flow experiences described by Csikszentmihalyi (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990). Over the years, these two scales have been adapted to the studies in different fields such as sports and physical activities, different branches of art like music, composer and artist; engineering and education. (Csikszentmihalyi, 1975; Csikszentmihalyi, 1990; Jackson & Marsh, 1996; Jackson & Eklund, 2002; Egbert, 2003; Alperer, 2005; Şentürk, 2010; Csikszentmihalyi & Larson, 1987; Quinn, 2005; Engesser & Rheinberg, 2008; Chiru, 2017). However, studies show that flow researchers have had difficulty with measuring flow experience for many years. The reason for this difficulty is that “research of flow has lagged behind experiential awareness of the state due to the inherent difficulties of applying empirical methods to phenomenological experiences” (Jackson & Marsh, 1996, p.17).

Flow is important for concepts such as motivation peak performance, highest experience and enjoyment that can be observed during an activity (Csikszentmihalyi, 1975; 1990; Jackson & Marsh, 1996) that’s why researches have started in the field of sport and flow researchers aimed to develop “a psychometrically valid scale to assess flow state in sport and physical activity settings” (Jackson & Marsh, 1996, p.18). They have developed scales to measure flow situations in 1970s and have improved these scales over the years. According to the researches, the earliest flow measurement scale was developed in a study conducted at the University of Chicago

called ESM (Experience Sampling Method) in 1975 and developed by Prescott et. al in 1976 (Csikszentmihalyi, Larson, Prescott, 1977). While applying ESM a pager was used in this research to obtain personal reports (Csikszentmihalyi, 1975; Alperer, 2005; Şentürk, 2010). The respondents were asked to write down about their “momentary situation and psychological state on the ESF (Experience Sampling Form) self-report questionnaire” (Csikszentmihalyi & Larson, 1987, p.45). ESF questionnaire included two parts, in the first part respondents were asked to answer the time they beeped and four open-ended questions; the second part they were asked to fill out 8 questions 7 of which include 4 choices but one of the question included 3 choices (Csikszentmihalyi & Larson, 1987; Jackson & Marsh, 1996). In this method, it is aimed to study the subjective experience of people interacting in the natural environment (Csikszentmihalyi & Larson, 1987). “In the self-report forms, perceived skills and challenge were measured with single items and participants were also asked about concentration” (Engesser & Rheinberg, 2008, p.2). Consequently, it provided getting information about people’s ideas and feelings in situations they lived every day.

According to the Flow theory, it is claimed that “there should be a correlation between individuals’ emotional states during task engagement and the balance between challenges and skills” (Şentürk, 2010, p.20). However, the findings of numerous studies and the ESM analyses’ results did not fully support this theoretical assumption (Csikszentmihalyi & Csikszentmihalyi, 1988; Alperer, 2005; Şentürk, 2010). In the meantime, the studies carried out in the following years but the rich and complex structure of the flow required more inclusive measurements (Jackson & Marsh, 1996,). It was also important to measure the elements of the flow experience on a large scale (Şentürk, 2010). Consequently, a psychometrically valid scale was developed to measure flow in sport and physical activities. This scale, called as FSS (Flow State Scale), consisted of 36 items with five options, each scored from 1 to 5 (Jackson & Marsh, 1996). By 2002, FSS-(Flow State Scale-2) and DFS-2 (Dispositional Flow Scale-2) were developed to measure flow experience in physical activities (Jackson & Eklund, 2002). Later, ESM was used by Quinn in 2005 and he tested managers, technicians and engineers in a company to investigate flow experience. Engesser and Rheinberg conducted a longitudinal study involving 3

studies using FSS and discussed the relationship between skill balance and challenge (Engesser & Rheinberg, 2008). Lastly, Chiru adapted this scale in his study that he conducted it in Maths classes in 2017.

Meanwhile, Webster, Trevino and Ryan (1993) conducted a study with 287 healthcare professionals to investigate the flow experience. For this purpose, the Perceptions of Characteristics of Activity (PCA), which is a 10-item scale developed by Webster in 1989, was adapted to this study. PCA's items were added to create the new scale to create a flow scale just like the one that Csikszentmihalyi handled before and a 14-item perception questionnaire, each scored from 1 to 7 was created. By adapting this questionnaire with some changes in the content but not in the structure of the questions, a study was conducted by Egbert in order to see whether flow occurs in language classes and the structure of flow was investigated as well (Egbert, 2003). Later on, Alperer used this perception questionnaire in foreign classes Webster, Trevino and Ryan's questionnaire was adapted to the tasks content (Alperer, 2005).

2.1.6. Flow experiment in EFL classes. The studies of flow theory in the field of education emerged long after studies done in the field of psychology. Within these studies, basically the existence of flow experiences in educational environments; flow conditions of this entity and its relationship with the emotional states of the students have been investigated. According to Csikszentmihalyi, flow is like a magnet for learning as the continuation of flow depends on the development of new difficulties and new skills (as cited in Tardy & Synder, 2004). Based on this assumption, researchers have made many investigations. Some researchers have conducted their studies concerning flow experience in education some of which have been in the area of using computer or reading for pleasure rather than reading as a skill in a foreign language but they were not about language learning. After a while, researches have been focused on investigating the relationship between flow and learning and then have continued on searching for “whether flow occurs in the FL classroom” (Egbert, 2003, p.500). In this dimension, foreign language acquisition has taken into consideration by the researchers. In this process, flow researchers

investigated the similarities and differences between language acquisition and language learning and experiencing flow in FL classes as well.

Researchers have come up with the idea that some conditions affect students' flow experiences in the classroom. First of all, confidence and anxiety affect the experience of flow during the lesson (Schmidt. et.al.,1996). According to the research, confidence provides a positive perspective but anxiety displays a negative connection with flow. Being in the flow is where students find themselves in that narrow channel between disinterest and fear. There is a fine balance between the challenge of the task, and the skills the learner has at their disposal. Maintaining this balance avoids disillusionment if your skills don't measure up to the challenge or boredom if the task is too simple and easy to achieve (Schmidt. et.al., 1996; Liljedahl, 2017).

Motivation which refers to the condition that act of directing expectations about current life toward a goal (Rheinberg, 2008) can be considered as another factor influencing flow experiment. Some researchers classify motivation in two concepts; instrumental motivation and integrative motivation (Schmidt & Savage, 1992). The former one is defined as the type of motivation for learning a language for a better profession or for similar economic or social progress. This concept of motivation has been explained with a concrete point of view explained as "the most important motivational concept in the foreign language field have been those of integrative and instrumental motivation" (Schmidt & Savage, 1992, p.14). In other words, by the virtue of being aware of the advantages of language learning, one can predict the opportunities that one may have and consequently instrumental motivation come forward to manage this idea. The latter one is that learners are motivated to learn a foreign language only because they are willing and interested in learning a foreign language or because they are curious about the culture of the country in which that language is spoken. Integrative motivation does figure "potential willingness to integrate into the target language" (Schmidt & Savage, 1992, p.14).

In addition, in educational field, experiencing flow during the learning or teaching and completing the task in a flow experience depend on clear goals and immediate feedback (Csikszentmihalyi, 1975; 1990). Teachers know how to teach the subject so

at the end of every lesson they check themselves whether they did well or not. Students' interests, participation rate and the expression on their face provide a useful feedback for the teachers.

During the researches of flow experiment conducted in EFL classrooms, studies were carried out on factors such as motivation, anxiety, focus, language acquisition, reward and punishment methods that are thought to affect students' learning by many researchers. Research has shown that there are differences between 'focus' on foreign language (FL) acquisition and focus on flow theory. According to Krashen (1982) when focusing does exist the learners in a FL acquisition forgets that they interact with the language and concentrates on communication. On the contrary, in flow theory "focus is characterized by intense concentration and automaticity" (Egbert, 2003, p.504). Krashen states that input which is very interesting may cause the acquirer not to be aware of that he or she does code the message in a foreign language (Krashen, 1982). This principle can have some similarities with flow experience in language learning as both are related with intense concentration and self-consciousness as well.

An investigation about the occurrence of flow in FL classes was held by Schmidt and Savage. In their study, concerning flow in FL learning, the situation of 16 Thai students in a voluntary English language program that they attended was investigated and it was observed that flow occurred during English learning experiences. (Schmidt & Savage, 1992).

Moreover, Abbot conducted a study dealing with the relationship between intrinsic motivation and writing activity with 5th grade students. As a result of this study, she said that flow is a fundamental element for successful writing (Abbot, 2000).

The flow researchers have come up with various assumptions about investigating the flow experience in foreign language lessons. One of these assumptions is that students begin to get used to symbolic rewards over time and these external factors start to prevent them from enjoying the lessons (Csikszentmihalyi, 1975). Consequently, learning the distinction between work and leisure is a necessity, that's why students often strive for grades and when the teacher notices this situation the work loses its meaningfulness (Csikszentmihalyi, 1975).

Another assumption by a flow researcher is that the flow theory has not been tested in the field of foreign language or second language learning sufficiently and based on this assumption; a study on foreign language learning has been put forward (Egbert, 2003). With this study, it is aimed both to “establish the foundation for a research stream addressing flow in language learning” (Egbert, 2003, p. 409) and to investigate whether there is a flow in foreign language classes.

In another study, flow has been the focus because according to the researcher, it is claimed that people may experience flow while exercising, writing or reading a book and they persevere when they come across with difficulties (Tardy & Synder, 2004). Despite this challenges, they can enjoy when they spend much time and effort in the activities (Abbot, 2000).

2.2. Reading Skill

Reading, which has been explained before by the researcher of the study, can be considered as a cognitive and active process involving the decoding of written symbols to understand meaning, in other words, the process of creating meaning from words. Conducting the reading study as a purposeful study enables the reader to go directly to the information, and therefore reading enables the readers reach the goal and focus attention. Another definition for reading is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND Reading Study Group 2002, p. 11). According to the researchers, reading is done for various purposes and the main thing is that the readers understand the text they are reading. Reading is also a process of thinking in which the readers can use previous information that they may know while the readers try to understand what is read by using various strategies such as organizing ideas and using written clues. Also, researches show that reading involves some sorts of processes. Alderson, Haapakangas, Huhta, Nieminen, & Ullakonoja (2015) state that “reading consists of at least two sorts of processes, commonly called low-level and higher-level processes” (Alderson, et al., 2015 p.25). Some researchers describe these processes as bottom-up and top-down processing (Brown & Lee, 2015; Eskey, 2002). A reading researcher states bottom-up process as “taking

meaning from the text” (Eskey, 2002, p.6) and describes top-down process as “the brain makes predictions about the meaning of the text based on what it already knows and then merely samples the text to confirm these predictions” (Eskey, 2002, p.6). Studies have proved that the combination of bottom-up and top-down processes is the best for reading (Brown & Lee, 2015; Eskey, 2002) and it is an interactive process (Brevik, Olsen & Hellekjær, 2016).

It is known that with the progress of the readers at the second language level, their levels and word recognition speeds increase so vocabulary knowledge is required to be developed in order to be a good reader or understand the text (Grabe, 2010; Koda, 2007). In addition to these explanations, it is known that EFL students have difficulty to understand English texts because of some reasons such as having unknown words or unfamiliar cultural contents in the text and lack of conceptual knowledge. Therefore, these reasons cause students have difficulty in comprehending English (Salehi & Abbaszadeh, 2017). In order to keep up with these problems, various studies are carried out to strengthen students’ understanding of reading text and they can be applied in different stages of reading process.

2.2.1. Reading as a skill in EFL learning. It has been used by language educators and language researchers that the notions of the language skills are listening, speaking, reading and writing which can be called as ‘macro-skills’ by the researchers. These macro-skills are different from ‘micro-skills’ like grammar or vocabulary and each skill is a necessity in learning a foreign language. Aydoğan (2014) claims that these four language skills refer to language acquisition and they are connected to each other in two ways; the first one is in terms of the mode of communication and the second one is in terms of the direction of communication. The mode of communication is classified as oral and written mode; the direction of communication is classified as receptive and productive skills. Based on this statement Aydoğan (2014) explains that listening is a receptive skill in oral mode and speaking is a productive skill in oral mode whereas reading is a receptive skill in written form and writing is a productive skill in written form (Table-1).

Table 1.

Relation of Four Language Skills

		The direction of communication	
		Receptive	Productive
The mode of communication	Spoken	Listening	Speaking
	Written	Reading	Writing

A child learns listening first while learning a mother tongue, then he learns speaking, reading and finally he learns writing. These four language skills allow a person comprehend and produce the language with the usage of their own sub-skills. Listening is also called as an input receptive skill is the process of receiving the language and understanding what a person hears. In a language learning activity, having an emerging awareness of the implied meaning helps the learner understand the meaning beyond the surface meaning of the text in listening. Speaking which is also called as output skill by the researchers is connected to the listening and listening cannot be separated from oral communication (Temple & Gillet, 1984; Aydoğan, 2014) and it involves more than pronouncing the word so it is more complicated than it supposed to be. As explained before, reading is a receptive skill in written form and it is an activity to comprehend the written communications via sense organs and then make them meaningful in the brain. A productive skill in written form, writing can be considered as the most difficult skill in learning a language process either for native speakers or for people who are learning a foreign language since it requires representation of speech and thought in graphics in a structured form.

The language researchers agree that these four macro-skills of language are interrelated and students should have the chance of use them in meaningful activities in language classes (Carrasquillo, 1993). In addition, Brown and Lee have a similar explanation about the integration of the skills in their words by saying “The integration of at least two of more skills is now the typical approach within a

communicative, integrative framework” (Brown & Lee, 2015, p.316) and the integration of the four skills help the learners learn the language better.

Reading is an activity of recognizing the words in a written text and making sense of them. Reading, as being a cognitive activity, requires comprehending and understanding the interaction between different information resources in a text. This interaction happens between a letter and the others; a word and the other words; a sentence and the other sentences or between a paragraph and the other paragraphs. Also, it happens from top down to bottom up or from bottom up to top down so reading contains multi-oriented articulation. There have been many definitions of reading by the researchers and it can be explained as follows by the words of a researcher:

Upon the definition of reading that has been accepted as one of the most important skills individuals should have, the researchers have been noticed to agree on the idea that reading is a mental activity depending upon perceiving the meaningful words through the sense organs and making sense of, comprehending and interpreting these. (Savaşkan, 2017, p.77)

Reading is developed for a variety of purposes. According to Grabe (2010) reading develops for three purposes: to find information, to learn critique and evaluate and for basic comprehension. Scanning plays an important role while reading for information and meaning may not be critical at first sight. On the other hand, reading and understanding the main idea is required for reading to learn and it requires awareness of details in a text as well. Last, reading for basic comprehension can be maintained by having a large recognition of vocabulary and “automaticity of word recognition for most of the words in the text, a reasonably rapid overall reading speed for text-information integration, and the ability to build overall text comprehension under some time pressure” (Grabe, 2010).

According to Grabe (2010) fluent reading is a rapid, automatic, interacting and flexible process as well as being purposeful and linguistic process. Reading requires both automatic and attentional skills and while reading interaction between the meaning of the text and background knowledge must be provided for a high level of comprehension and this interaction will be helpful for meeting the goals and understanding the information. Also, reading has a purpose of comprehending the text which has been set by the teacher or writer of the course book by monitoring the

efficiency of processing on the readers (Grabe, 2010). In addition, it is known that reading is a kind of linguistic process which is come up with the idea of understanding the text by means of linguistic process and deriving new meaning to the text. Grabe (1991; 2010) claims that fluent reading develops in two processing which are lower level processing and higher level processing. It is thought that readers have the skills of recognizing the words automatically and rapidly and activating word meaning within lower processing. There is an argument among second language researchers whether reading comprehension can be carried out without strong word recognition or not. In higher level processing, “readers must be able to assemble clause-level information into a text model of their understanding” (Grabe, 2010, p.5). Also, it is important that readers are required to build the interpretation of background knowledge. In other words, higher level processing means being able to summarize the text or understanding the intended meaning of the author.

Second language researchers find the middle ground that reading is an individual activity and social influences has an effect on reading process so home, school, peer interaction or student-teacher interaction have important role on reading development and increasing a reader’s motivation. Educational settings such as school administrations, library and classroom resources, teacher practices and interests provide students develop different reading proficiencies. However, it is also stated that reading second language (L2) contexts can be complicated as the reader deals with both first language (L1) and L2; educational experiences of these languages and different motivations towards L1 and L2. In these circumstances, remembering L1 transfer can be helpful on account of it means “the transfer of first language elements or patterns into the speech of second language” (Ghilzai, 2014 p.7455) and this transfer may facilitate the learners L2 learning or it may result in error. In many academic researches, L1 transfer has been explored and researchers state that while reading a text in second language, readers transfer their cognitive reading skills so L1 shows an impact on reading L2 positively or negatively (Ghilzai,2014; Grabe, 2010).

Also, L1 transfer can be observed in different parts of linguistics so second language acquisition and mother tongue plays an important role in transferring. Second

language acquisition (SLA) researchers claim that mother tongue affects development of SLA in the beginning stages so similarities and differences or the association that is done by the learners between the target language and first language determine the development of L2 (Corder, 1967; Grabe, 2010; Ghilzai, 2014; Staden, 2016). From this point of view, it can be deduced L2 readers can encounter with L1 transfer in reading as it happens in other skills as well. Second language readers start reading with little spoken language knowledge in contrast to L1 readers so knowledge of L2 vocabulary help L2 readers develop their reading. Consequently, developing a large vocabulary knowledge plays a major role for L2 students.

Reading in L2 can be considered as combining L1 and L2 readings and herewith some situations such as limited language knowledge in L2 language, transferring some skills from L1 language to L2 language, perceiving content of the reading text in L2 differently by the readers, limited exposure to L2 language or reading activities in L2 affect reading in L2 language.

2.2.2. Reading stages. Researchers categorizes reading skill into three major stages: a pre-reading stage; a while-reading stage and a post-reading stage (Ibrakhimovna, 2016; Toprak & Almacioğlu, 2009) or before reading, during reading and after reading (Sheet &Younus, 2018; Asmara, 2018). Before reading is the process when the students activate their prior knowledge; during reading is the process when students make predictions about their prior knowledge to solve the problems; after reading is the process when the students summarize to improve their comprehension of the text they read (Asmara, 2018).

Pre-reading is an activity which is conducted by the teacher before reading activity and it can be regarded as providing some assistance to the students to facilitate their reading comprehension. The teacher can provide this assistance in various types such as vocabulary studies by choosing key words from the reading text which are necessary to understand the passage, by activating schemata contained in the text or by making students familiar with conceptual knowledge of the text. Reading

researchers of EFL language have stated that pre-reading activities may help students understand the text (Ekaningrum & Prabandari, 2015; Vazaka, 2009).

Pre-reading activities can help the reader complete the missing information by activating appropriate information structures (Toprak & Almacioğlu, 2009). Accordingly, studies have shown that pre-reading studies facilitate the comprehension of the reading text and the teacher can use these activities to understand the text. “Pre-reading activities prepare native speakers for the concepts that follow, make the reading task easier, connect the new content more meaningfully to prior knowledge, and make reading more enjoyable” (Taglieber et al., 1988, p. 456). Anderson explains some strategies for reading under eight headings which are “activate background knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verify reading strategies, evaluate progress, build motivation” and “select appropriate reading materials” (Anderson, 1999, p. 6). Studies have shown that students can benefit from reading strategies that are learned from their teachers. “Students learn strategies from modelling by the teacher followed by guided and independent practice” (Peterson, Caverly, Nicholson, O’Neal, Cusenbary, 2000, p.44) and it can be concluded that teacher can do some activities to facilitate reading for the students. Implications from a researcher’s explanation may be explanatory in this regard. Eskey (2002) brings an explanation about the relation between reading successfully and having fun with this sentence “The two jobs are obviously complementary: Students who enjoy reading are more likely to read successfully, and students who read successfully are more likely to enjoy it” (Eskey, 2002, p.9).

It is known that schemata affect EFL readers’ comprehension (Carrell & Eisterhold, 1983). Grabe & Stoller (as Brown & Lee cited, 2015) describe content schemata that include what the readers know about people, the world, culture, and the universe, while formal schemata consist of their knowledge about language and discourse structure. Also, activating content or formal schema both sets purpose for reading and has a crucial role in teaching and learning process namely it supports using pre-existing knowledge and experience of the reader. From this perspective, before students start reading the text, teacher helps students activate schemata that the learners can find in the text via using extra information on the page to make them

think about the topic or content by using new vocabulary and background knowledge. For example, if the conceptual class represented by a schema is *shopping in a clothes shop* its representation may include some information that a clothes shop is a commercial structure where people try on clothes, then pay money to buy and someone else helps the customer to find the suitable clothes or fitting rooms in the shop may come into mind. This pre-reading activity encourages students to consider what they may already know about the topic.

Pre questioning is another way for pre-reading activities which can be applied by asking open ended questions related with the text or vocabulary questioning. Brown (2001) describes pre-questioning as asking questions related with the reading text, based on its topic so that teachers can help their students build some interest and motivation. Therefore, pre-questioning can be accepted as a good way for activating schema and prepare students for the topic.

Pre-reading vocabulary study is an activity which is conducted by the teacher in the beginning of the lesson by choosing key words from the reading text which are necessary to understand the passage before starting the reading activity. Knowing the meaning of key words in a reading passage empowers students' reading with great ease. Consequently, students will be highly motivated and they will keep learning more vocabulary and reading and it will provide experiencing flow in reading activities.

Armbruster and Osborn (2002) state that pre-reading vocabulary studies help students prepare for reading text. It is known that such vocabulary exercises stimulate the student's previous learning and increase their interest in reading text. Colorado (2008) argues that some compelling words that may be encountered in reading text can be learned with the help of pre-reading vocabulary studies. The reader sometimes has trouble while jumping into the reading text and getting to know the topic. Having some information about the topic before reading the text helps reader focus on the text. The reader may have difficulty in becoming familiar with the subject, especially in cases where the reader does not have cultural background for situations or activities in daily or real life. Colorado (2008) states that it may

seem unfamiliar to students who have never been to the sea to talk about activities on the beach.

Pre-teaching vocabulary study is accepted as a kind of strategy by the EFL researchers. This strategy is applied by the teachers and students are introduced to new words before they begin to read a text which has unfamiliar words or items so pre-teaching vocabulary is helpful for the students in achieving their reading comprehension (Ekaningrum & Prabandari, 2015). According to Mihara (2011), pre-teaching vocabulary may help address unfamiliar words or phrases that can interfere with students' comprehension. Pre-teach vocabulary words can be taught better by allowing students to repeat the new vocabulary. In addition, there is a correlation between vocabulary mastery and reading comprehension (Armbruster & Osborn, 2002) and "if students have good vocabulary mastery of the text, they will have better understanding of the text" (Ekaningrum & Prabandari, 2015, p.135). Knowing the meaning of key words in a reading passage empowers students' reading with great ease. Consequently, students will be highly motivated and they will keep learning more vocabulary and reading and it will provide experiencing flow in reading activities as "pre-reading strategies teach how to connect the vocabulary to comprehension" (Mousavian & Siahpoosh, 2018, p.59).

While reading is a process in which the students are engage in during reading by doing various activities and the purpose is to help the students understand what they are reading by tackling with different ways such as answering the questions, predicting what will happen next, true/false activities (Ibrakhimovna, 2016). By the way, the readers can fully understand what they are reading when they know the words and sentences or their meaning (Asmara, 2018). In this circumstance, poor reading comprehension may be the cause of systematic failure to make appropriate inferences, therefore, students with poor reading comprehension have difficulty in integrating ideas, answering the questions, finding the main idea or making inferences about the text they read (Asmara, 2018). At the while reading stage, it is aimed to improve the reading skill by exposing the students to the reading text in real terms. However, giving a clear explanation to the student about their task before reading will help the students become more effective (Heredia, 2017).

Post reading stage is the process which is done to check students' comprehension about the reading text (Asmara, 2018) when the reading is completed. Helping students use their prior knowledge in reading activities, having the students integrate their reading skills with listening, speaking, and writing, providing the students interpret the reading text and extract the main idea are the main purposes of post reading (Ibrakhimovna, 2016). At the post reading stage, students are expected to be able to evaluate the text they read as a whole from their point of view. Post reading activities such as reporting, discussion, writing a paragraph, role playing, gap filling, summarizing, retelling "provide the students with opportunities to relate what they have read to what they already know or what they feel" (Ibrakhimovna, 2016,45).

Also, post reading activities include creating or ending stories, reconstructing texts and producing posters, questioning the text (Wahjudi, 2010) which is expressed by a researcher as "Questioning is of great help to bridge the gap of interaction in the process of learning achieving and proving the scaffolding hypothesis" (Sheet & Younus, 2018, page 7). At the same time, the student may start to feel some anxiety because of showing the same performance while reading. As Csikszentmihalyi explained (1990) increasing the difficulties encountered during the activity in order to get rid of such a situation may provide a re-flow experience. Consequently, questioning can be a challenging activity for the students in this process. Moreover, display questions which are those where the teacher already knows the answer but requires the student to display knowledge (Şevik, 2005) can be helpful for developing comprehension of the reading text.

2.2.3. Vocabulary learning for reading. Vocabulary refers to the words that students have been taught and they are supposed to use or it refers to the words that can be recognized by the students when they meet them (Gruneberg & Sykes, 1991). Hatch & Brown (1995) describe vocabulary in two forms which are receptive and productive; the first one is described as the words which can be recognized and understood in a text by the learners, but they are not be used in speaking and writing (Stuart, Stainthorp & Snowling, 2008; Susanto, 2017) and the second one is

described as the words which can be both understood in a text, produced and used in speaking and writing (Susanto, 2017).

Researchers have made numerous studies related with vocabulary throughout the history and they express the number of words that should be known in order to understand the text easily by the reader in different ratios of 90 % and above. Ur states that “a learner needs to know about 95-98 % of the words of a text in order to understand it easily” (Ur, 2012, p.135), on the other hand, Colorado (2008) expresses this ratio as at least 90-95 % words in order to comprehend the reading passage.

Brown and Lee (2015) say that increasing vocabulary size affect the degree of both understanding, using the language and motivate learners. Based on these statements, it can be concluded that there is direct relation between the reader’s vocabulary knowledge and reading comprehension.

Some EFL learners may have difficulty in understanding the reading text because of having lack of enough background knowledge. Students may be unfamiliar with the topics of the text so it can be helpful to provide some information related with the topic before starting to read and built some background knowledge. “Students’ background knowledge is a contributory factor, especially in developing pre-reading stage strategies since this knowledge will help the student on their predicting/guessing abilities. Solely, this stage will enhance the transition to the rest two strategies” (Sarıçoban, 2002, p. 2). Moreover, the researchers state that it is necessary to be exposed to a word ten or fifteen times in order to make that word permanent in a learners’ word bank. Students need 10-15 exposures to a word before it becomes a permanent part of their word bank.

It is known that there are some factors that affect vocabulary learning. It is important that the keywords in a text must be studied just before reading the text as pre-reading activity so that students can approach the reading with a good understanding of the lexis. It can be done by asking students predict the meaning of key and subsidiary vocabulary from the context or by using dictionary or other ways of learning new vocabulary. Also, the size of vocabulary affects comprehending the text or “learners with different levels of vocabulary knowledge (size or depth) maybe perform differently on a particular reading task” (Choi & Zhang, 2018, p.21). In addition to

this statement, Brown and Lee (2015) suggest that using more discourse markers in English text shows the relation of sentences with other and agree that these discourse markers provide a clear comprehension and efficient reading. What is more, studies show that pre-taught complex words have the same gains when it is compared to the simple words (Kameenui et al., 1998). Aydoğar expresses that “there is a correlation between word knowledge and reading comprehension and when L2 readers' vocabulary is improved, their reading comprehension is also improved” (Aydoğar, 2014, p. 675). On the other hand, unknown words in a text may cause some disruptions while reading a text. Jalongo & Sobolak state that when the students focus on unknown words of a reading text which contains a great deal of unfamiliar words, their comprehension can be disrupted (as cited in Mousavian & Siahpoosh, 2018).

To sum up, the importance of vocabulary knowledge for reading activity cannot be denied, so it is a fact that pre-reading vocabulary study is important in order to understand the reading text.

2.3. Previous Studies

In this section, the results of the previous studies related to flow theory from general studies in different areas to the education were discussed chronologically. As a matter of fact, the researcher tried to include the most cited and well-known studies in the literature in context.

Csikszentmihalyi had studies about the state of optimal experience or the times when people felt concentration and deep enjoyment. Flow state was described at length by Csikszentmihalyi in 1975 (Jackson, 1992; Mcquilian & Conde, 1996; Marsh & Jackson, 1999; Amini, Ayari, Amini, 2016) and subsequently pioneered many flow researches. Csikszentmihalyi, with the contribution of some researchers, carried out a study in order to understand enjoyment. After this extensive investigation, he explained extrinsic rewards, in other words, external rewards and intrinsic rewards as well as he mentioned how the efforts that were done to get these rewards have an impact on people in his book ‘Beyond Boredom and Anxiety’. Csikszentmihalyi and some contributing researchers conducted a pilot study with

nearly sixty participants. This pilot study was applied to the athletes who were from different branches like hockey and soccer players at a college, spelunkers, and explorers, an internationally famous mountain climber, a champion of handball player, a swimmer who broke world-record at long-distance category. After this pilot study, a questionnaire and a detailed structured interview form was developed.

With this instrument, “thirty male chess players, ranging from beginners to grand masters” (Csikszentmihalyi, 1975, p.10), twenty-three female chess players in the United States, twenty-two professional modern music composers, twenty-eight female modern dancers, forty basketball players, in total 173 athletes, were involved in a real exclusive study. The participants filled out the questionnaire and answered open-ended interview questions. Some of the interviews were recorded and transcribed. Some female chess players were contacted by e-mail and interview forms filled out by them as well as the questionnaire. Answers that were collected as data in the study were used to provide some clues for autotelic activities and what characteristics make an activity enjoyable. In addition to this, they began to show intrinsic rewards as a new model and flow experience which was a crucial component of enjoyment. The elements of flow were described in six characteristic items by Csikszentmihalyi (Csikszentmihalyi, 1975). The first one was *merging of an action and awareness*, second *a centering of attention on a stimulus field*, third *loss of ego, self-forgetfulness, loss of self-consciousness*, fourth *being in control of his actions and of the environment*, fifth *clear and unambiguous feedback* and sixth *autotelic nature*. Moreover, structures of flow was handled with this study, they came to grips with structures of flow activities and relation between flow and boredom, relation between flow and anxiety were explained at length as well. These findings were for the behavioural sciences in general (Csikszentmihalyi, 1975).

Csikszentmihalyi and LeFevre (1989) collected the data related with people's thoughts and emotions in their daily lives by applying ESM to the 78 adult workers aged sixteen to sixty-three who worked in five large companies and representing a diversified sampling. In this study the “respondents carried electronic paging devices that emitted seven daily signals” (Csikszentmihalyi & LeFevre, 1989, p.816). When the participants received a signal, they were asked to fill out Experience Sampling Form (ESF), a response booklet, immediately. The researchers presented the

differences in the amount of time spent in flow via univariate analysis of variance. And they found that “all the variables measuring the quality of experience, except for relaxation and motivation, are more affected by flow than by whether the respondent is working or in leisure” (Csikszentmihalyi & LeFevre, 1989, p.815).

As one of the most cited studies, a psychological research held by Csikszentmihalyi in 1990 and flow studies became one of the most productive areas in this department. The anatomy of consciousness and how a person could make himself happy or miserable by changing the contents of consciousness were discussed in detail in his book *Flow, The Psychology of Optimal Experience*. Moreover, he explained the relation of self and attention and their effect to each other. He exemplified the statement about “attention shapes the self, and is in turn shaped by it (Csikszentmihalyi, 1990, p.34) by explaining Sam’s experience who was followed in the researcher’s longitudinal research. At a time when Sam was experiencing indecision about planning his future, by accident, he found himself doing an activity that he enjoyed a lot so he decided to continue doing this activity as his profession. Csikszentmihalyi stated that as a result of the findings he obtained from these studies or some other similar examples, a person could freely spend his attention to achieve his goal because there was no threat to his self and the researcher described this state as flow experience (Csikszentmihalyi, 1990). The phenomenology of flow was considered as having eight major components by adding three new topics and discarding autotelic nature among them. These recently added items added by Csikszentmihalyi were a challenging activity; clear goals and the transformation of time but these eight elements were mentioned as the elements of enjoyment rather than elements of flow this time.

Schmidt and Savage (1992) examined the relation of challenge, skill and motivation in activities in Thailand. The researchers conducted the study with 16 staff who was working at the Asian Institute of Technology as air-conditioning technician, information scientist or in other profession. The participants were educated Thais and they were middle class, Thai learners of English except two of them. The investigation was focused on three hypotheses and with a thirty-five items questionnaire ESM was designed to collect data. The respondents were informed about the questionnaire and each of the participants was provided an alarm wrist-

watch that was set previously by the researchers. The times that alarm rang were selected randomly during the workday or in the early evening but the days when participants had English classes were excluded. The respondents filled out ESM forms when the alarm rang and 169 beep-reports were collected through the week. Answers gathered from the forms were combined in four clusters of items which were motivation, affect, activation and cognitive efficiency. The findings showed few relationships between the levels of challenge and skill in an activity. The predictors of the theory in that study was not supported and it was attributed to Thai culture as the researchers deduced that in Thai culture challenge played a less important role in motivation when it was compared with the studies done in the other countries.

Four years later, in 1996 Jackson and Marsh conducted a study with three hundred ninety-four athletes to develop a psychometrically valid and usable scale for measuring optimal experience or flow in sport. According to the researches done previously, experience sampling method (ESM) requiring participants to respond a short questionnaire was accepted as a kind of usable scale to assess flow in sport. However, Jackson and Marsh thought that further research was required to establish the reliability and validity of responses in investigation so they conducted a study with athletes to develop a scale to measure optimal experience. The participants of the study were from thirty-eight different nationalities and their ages were between 14 and 50. The participants were asked to answer Flow State Scale (FSS) forms including 36 items in association with their experiments. Also, as it was a requirement in the investigation, the participants were asked to name the experience that they felt optimal experience and when it occurred so the participants were supposed to give information about the details. The respondents filled out the questionnaire by using 5-point-Likert-type response as well as providing demographic background. The findings proved that reliability and support for the hypothesized factor were promising so it could be a useful scale that examine the pattern of relationships between flow state although this scale was not the only or the best way to study on flow experience.

With a different perspective, Schmidt, et al. (1996) worked with 1454 adult learners of EFL at the American University in Cairo. The participants were asked to complete

a 100-item questionnaire. The questionnaire was arranged according to the six-point Likert scale in order to eliminate neutral responses. The researchers formulated the questionnaire items in English then were translated into Arabic professionally. The 50 items of the questionnaire were related with motivation and the rest of them were concern with preferences for classroom instructional activities and learning strategies. Namely, the questionnaire consisted of three parts. In part A, the concern was motivation so items were focused on contents related with motivation from 1 to 50. Part B was concerned with preferences for instructional activities in EFL classes and part C was concerned with cognitive strategies or learning strategies. In the part of survey related with motivation, in other words part A, intrinsic motivation, extrinsic motivation, personal psychological needs, locus of control statements, motivational strength, concern anxiety including class anxiety, speaking anxiety, test anxiety and fear of the opinions of the teacher and other students and lastly stereotypical attitudes toward American and British were aimed to investigate. At the end of the continuum, the researchers found *flow* as the sense of self-motivating feeling of enjoyment in association with both challenge and skill. Also, findings of the study revealed that items relating to high challenge coupled with low skill resulted in anxiety.

Another study investigating flow experiences was carried out in writing by Abbott in 2000. The researcher wanted to answer why some children persisted in challenging tasks and why they spent much effort when they were busy with an activity that they found it exciting. Moreover, Abbot investigated children's sense of flow when they were engaged in a self-determined interest like writing. The participants were from a large urban school district and sixty students were nominated by their teachers for the research. Forty-two of them were interviewed in order to decide who had the best feature for this research. The researcher selected ten students who reflected the diversity in sampling, all in fifth grade. Data collection period continued four months and six different sources were used for data collection. In this longitudinal and comprehensive study that lasted four months, the researcher made individual interview with ten students, with child-designated informed others and with child-designated teachers and realizing that two students had more prominent features, he popularized the case study to these two students. Findings showed that these two

participants had flow elements in their writing activities. In fact, what the two students said about the flow experiment had the features of the statements obtained in previous studies with adolescents and adults about the flow experiment status of the participants. In summary, the case study in 5th grade children revealed that while doing the activity they were interested in children experience flow periodically. Also, it was revealed that they differentiated flow experience and non-flow experience in writing activity. Moreover, it was observed that the findings in the flow studies done with adolescents and adults in previous studies were had similarities with the findings found in this study.

In another study held in 2003, Egbert investigated the relationship between flow experience and language learning. Egbert states according to Flow Theory flow experiences occur when there is a balance between challenge and skills along with a person's interest, control and focused attention during an activity. Also, he claims that there has not been any investigation in the area of second language or foreign language. Egbert had two purposes for this study. The first purpose of the study was to create a source for the flow studies in language learning. The second purpose of the study was to investigate whether flow exist in foreign language (FL) classrooms. A perception questionnaire was adapted directly from Webster, Trevino and Ryan (1993) and the structure of the questionnaire was used as its original form but the content was changed. Also, two items were added to the survey; as a result, 14-item perception questionnaire reflected four dimensions: interest, control, focus and challenge.¹³ participants who were fourth-semester secondary school Spanish language learners aged between 14 and 18 participated in the study. Students attended Spanish courses and performed seven different teacher-created tasks. Perceptions questionnaire was administrated to the students after they did their tasks and three students were interviewed after task 1, four students were interviewed after task 4 and 2 students were interviewed after task seven. The researcher observed the individual participants' process during the investigation as well. Procedure of the study, perceptions surveys, observations, products and interviews were used to gather data and they were analysed one by one. For perception survey analysis averages of responses for each task were entered and analysed according to descriptive statistics. The findings showed that flow existed in language classrooms but each participant's

perceptions of flow differ although “the patterns of flow across tasks are relatively similar” (Egbert, 2004, p.514). In addition to these findings, the researcher concluded that teachers could facilitate the flow experience for students.

Tardy and Synder (2004) conducted an exploratory interview study to examine EFL teachers’ flow experiences while teaching. The researchers interviewed ten EFL teachers of first-year English at a private university in Turkey. The participants were interviewed one and one and they were asked open-ended questions asking the participants’ flow experiences in their works. In order to clarify the meaning of flow, its description was given to the participants briefly and two examples were provided, either. Interviews were tape-recorded, transcribed and the data gathered from the interviews were categorized into five characteristics of flow, which were interest and involvement, authentic communication, spontaneity, teacher-student dialogue and moments of learning. One of the findings that were concluded from the interview was that teachers experienced flow when the interest and involvement were high and the communication of the classroom was authentic. Moreover, the findings showed that flow was experienced when something arouse spontaneously during the lesson rather than being planned. It was also understood that flow occurred at moments when both teachers and students felt that learning was occurring. To sum up, the findings of the exploratory study showed that teachers experienced flow while teaching and key categories that were related with characteristics of flow experience were the result of the participants’ descriptions.

In the following year, Quinn (2005) investigated flow in knowledge work by testing engineers, scientists, managers and technicians who work as an employee at a company. In this study, the researcher used a survey booklet whose items were primarily taken from Jackson and Marsh (1996) and ESM including a signalling device given to each person was used to gather data. Measuring eight flow elements was aimed in this study and three open-ended questions about flow experience were included as well. Flow Theory suggests that experience sampling is valid for gathering individual experience and it requires to be recorded immediately. As a result, survey respondents were asked to fill out the surveys as soon as they completed their activities in order to prevent losing data on high flow experience. Before analysing the data, the researcher centred all of the variables to have means of

zero and then he tested the hypotheses. Descriptive statistics showed that distributions were appropriate for analysis. The findings show that the result of the investigation support the flow model in terms of merging of awareness and application rather than Csikszentmihalyi's (1990) flow elements and accepting the rest of flow elements acting the role of antecedents or outcome of flow experience. Also, the findings show that "the degree to which people experience flow and the relationships between flow elements" (Quinn, 2005, p.24) may vary according to the types of task or jobs that the participants do.

In her dissertation, Alperer (2005) studied with one group of 26 students from Middle East Technical University (METU) and one teacher from the Department of Modern Languages, the instructor of student participants. She examined "the impact of choice on students' affective engagement in 19 tasks in an EFL classroom" (Alperer, 2015, p.4). A 14-item questionnaire that was directly taken from Egbert's study (2003) was used to measure the participants' affective responses to the tasks and students were asked to fill the questionnaire after they completed the tasks. At the end of the six-week-period, 19 perception questionnaires were filled out per student and the data was analysed quantitatively by using SPSS 11.05 by applying both ANOVA and MANOVA tests. The researcher noticed that the results of the analysis revealed the perception questionnaire measured three of the four flow dimensions; interest, attention and control in contrast to Egbert's study results including focus apart from three flow dimensions. The researcher discussed the analyses of data obtained from the questionnaire in three sections. In the first section, by comparing flow and apathy results overall motivational impact of tasks was discussed. Second section of the discussion was the impact of choice types and the third section was focused on the possible effects of participants' English language proficiencies and gender on students' emotional states. According to the mean values calculated for each task, it was observed that none of the tasks provide precise flow experience or showed a complete apathy for the activities. On the other hand, one of the findings of the study resulted from MANOVA test showed that there was a significant effect of interactional pattern for all flow dimensions; focus, interest and intention, including focused attention.

As a longitudinal study Engesser and Rheinberg (2008) examined the balance of challenge and skill with three studies. The researchers aimed to evaluate both components of flow and perceived difficulty and skill. In addition, subjective balance between challenge and skill was assessed. The flow researchers developed three hypotheses about the influence of balance between difficulty and skill on flow. The first study was conducted with 246 participants at the University of Post and Technical University of Berlin from the beginning of the winter semester to the final exams at the end of the semester. The study was held in basic statistics which was an obligatory part of studying psychology in Germany. Participants were asked to work on a statistical task for the final exam and it was accepted as the study. Before starting the task, students were instructed to set an alarm clock that would ring 10 minutes later the final exam. When the alarm clock beeped, they filled out the 13-item-flow short scale (FSS). Findings of the first study showed that flow depends on skill and difficulty but results did support neither the channel model nor the quadrant model. In addition, it was observed that difficulty had a negative influence on flow. The second study was held on a computer game Pac-Man with 60 participants between 14 to 49 ages, 48 of whom were woman. The participants played four rounds of five-minute game and then they asked to fill out the FSS. The third study was held in a voluntary French course with 61 participants. The mean age of the participants was 22.6. It was also a longitudinal study and flow was measured after 60 minutes of class time in two sections; the first one during the first half of the semester; the second one during the second half. FSS was applied to the participants to measure flow. Results showed that when demand was just right, flow was more intense but when demand was too low, flow was still high. However, if demand was high, flow was less intense.

In her dissertation, Şentürk (2010) examined the perception of flow in speaking activities in EFL classes in terms of teachers and students at Karaelmas University with 163 elementary level university students and their eight instructors. In this study, she aimed to answer three questions, which were the perceptions of students that helped flow in speaking lessons, the perceptions of teachers that helped flow in speaking lessons and to what extent different speech activities provided the flow, by applying 14-item questionnaire to the students and 10-item questionnaire to the

instructors. Also, a semi-structured interview was applied to the instructors to collect detailed data in order to understand their point of view about perceptions and attitudes on experiencing flow after the activities that were supposed to be done in their classes were completed. The researcher preferred eight different types of speaking activities which were class discussion, role-play, interview, problem solving, story-telling, picture narration, communication games and gap activities. After conducting a pilot study, in two-week of the study process, she applied these activities to the classes in turn and each class was applied two different speaking activities and two classes performed the same activity. When the activity was completed, the students were asked to fill out the 14-item perception questionnaire immediately and the instructors were asked to fill out the 10-item perception questionnaire as well. Data was analysed both quantitatively by using SPSS and qualitatively by identifying basic themes of the interviews made with the instructors. Results showed that flow existed in language classes but students experience flow in different dimensions. It was observed that class discussion was the highest ranking task for both teachers and students while information-gap, interview and problem solving was calculated as the lowest ranking tasks. Also, findings revealed that there was a significant relationship between the task type and students' engagement in terms of students' perception of task control, task appeal, focus and challenge. Another finding observed in the study was that teacher could facilitate the flow experience by developing flow leading tasks and interactional pattern of group work scored better results.

In his dissertation, Chiru (2017) conducted the study in three French Immersion grade 9 mathematics classes in a public secondary school in the Lower Mainland to investigate flow in mathematics classroom. The researcher, as the instructor of the participants, focused on creating and maintaining the flow experience in the class. The role of collaboration and of mathematical tasks in occasioning the flow experience and how students differ in experiencing flow were discussed in the study. Also, the study focused on how students learned to seek and re-create the flow experience and students' negative experiences of boredom and apathy. Lastly, the relationship between teacher flow and student flow was investigated through the study. The researcher conducted a case study and the participants were given a

different task as “the goal was to provide personal meaningfulness derived from the desired flow experience engendered by the task” (Chiru, 2017, p.47). The investigator was aimed to be less helpful during the task and intervention was applied either as teacher feedback or peer feedback. In this study, nine components of the flow experience (Quinn, 2005) were tried to be measured with different instruments. Concentration component was measured in the Proxies for Engagement (adapted from Liljedahl, 2016); sense of control, merging of action and awareness, and loss of self-consciousness were measured with 6-item flow questionnaire (adapted from Quinn, 2005 and Engesser & Rheinberg, 2008). Observation of the instructor and field notes were used to show the rest of the components and the findings of the study revealed that students experience flow in different dimensions and collaboration contributed flow experience in variegated rate among students. Also, the researcher concluded that there might be a connection between the teacher’s flow and the students’ flow.

With the purpose of examining the relationship between optimal performance emotional state and performance, Yeşiltaş (2018) investigated the flow experiences of the students during the task and whether there was a relation between grade points of students and optimal performance emotional state. The researcher conducted her study with 212 university students who were the second year students of the business administration department; but the analysis was carried out with 177 valid responses. The participants were asked to answer the Flow Status Scale developed by Yoshida et al. (2013) including 14 items in three dimensions: sense of control, positive emotional experience and absorption by concentrating. The performance of the students during the task was measured with grade of their presentations. In this study, Confirmatory Factor Analysis (CFA), reliability analysis, correlation analysis and independent sample t-test analysis were used to analyse data. It was observed that nearly half of the participants (44.07 %) experienced flow during the task and. Findings showed that three of the dimensions of flow were related to performance and significant differences were determined between genders on experience of flow in three dimensions which were sense of control of a task, experience of absorption by concentrating on a task and task flow experience. On the other hand, it was found

that there was not a significant difference between genders on the experience of positive emotion dimension.



CHAPTER III

METHODOLOGY

This chapter provides research design, research questions, participants, procedure and data collection instruments and analysis of data. In the next section, these titles will be explained in detail respectively.

3.1. Research Design

Research design presents the methods and techniques that the investigator uses throughout the study and it shows the scientific philosophy of the researcher and gives information about how a researcher structure the investigation. “Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis” (Creswell, 2009, p.22). In this section, design of the research will be described in detail as well. Since the aim of the study is to investigate the effects of pre-reading vocabulary studies on experiencing flow in EFL learners, mixed method research design which “combines quantitative and qualitative research methods in different ways” (Ary, Jacobs, Sorensen, Razavieh, 2010, p.559) was applied in this study.

3.1.1. The definition of mixed methods research. In the literature, besides the name of the mixed research model, various terms are used instead of mixed methods research, some of which can be listed as *mixed methodologies*, *multitrait-multimethod research* (Creswell, 2009; Dörnyei, 2014; Dörnyei, 2007; Ary, et al., 2010), *integrating*, *synthesis*, *quantitative and qualitative methods*, *multimethod*, and *mixed methodology* (Creswell, 2014), *multi-strategy* (Bryman, 2004), *mixed methods* (Creswell, 2003), or *mixed methodology research* (Tashakkori & Teddlie, 1998). Johnson (2007) mentions mixed methods research as *mixed research* in one of his article dealing with mixed methods research on four related purposes. However, it is noticed that the term mixed methods research is used recently (Bryman, 2006); consequently, mixed methods research is used as the term in this thesis.

Since mixed method research emerged as a new concept, a variety of definitions have been used by the researchers (Creswell, 2014). The idea of “mixing or blending of data provides a stronger understanding of the problem or question than either by itself” (Creswell, 2014, p.264) can be the reason for using mixed methods research as the term in this study. Ary et.al (2010) describe mixed method research as the combination of “qualitative and quantitative approaches in a single or multishaped study” (Ary, et al.p.561). In addition, Johnson, Onwuegbuzie and Turner (2007) used another description:

Mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding corroboration. (p. 123)

In short, mixed methods research can be described as “an umbrella term referring to a single study” (Yalçın, 2019) that covers the findings obtained by using both quantitative and qualitative data. In other words, this method contains data obtained from participants’ descriptions about a situation and the data obtained by analysing numerical data.

3.1.2. The history of mixed methods research. Researchers have used qualitative research and quantitative research in their studies for many years but development on mixed methods research begin when researchers see the benefits of these two research methods bring to their work while using qualitative and quantitative research methods. Mixed methods research had been used by the anthropologists and sociologists in cultural works in the 20th century (Johnson, 2007). In 1959, Campell and Fiske came up with the idea of triangulation by referring to *multiple operationalism* which means using more than one method for validation process (Johnson, 2007). “In social sciences research, the term triangulation was used for combining different data sources to study the same social event.” (Yalçın, 2019, p.56) Actually, in the early 1950s, although Boring did not use the term multiple operationalism itself, he indicated it as follows:

As long as a new construct has only the single operational definition that is received at birth, it is just a construct. When it gets two alternative operational definitions, it is beginning to be validated. When the defining operations, because of proven correlations, are many, then it becomes reified. (Boring, 1953, p. 182)

Webb, Campbell, Schwartz and Sechrest (1966) described multiple operationalisms as a measure that “are hypothesized to share in the theoretically relevant components but have different patterns of irrelevant components” (as cited in Johnson, 2007, p.114). Within this process, most researchers believed that combining methods would be beneficial and supported the triangulation. Denzin (1978) emphasizes the methods of triangulate by defining triangulation as “*the combination of methodologies in the study of the same phenomenon*” (Denzin,1978, p. 291) and he classifies it in four basic types which are data triangulation, investigator triangulation, theory triangulation and methodological triangulation (within-method triangulation). In addition, Morse (1991) identifies two types of methodological triangulation: simultaneous and sequential triangulation.

Although researchers have questions about the suitability of the triangulation for all research purposes, its advantages have been noted under several headings such as allowing researchers being more confident about the results of the studies, stimulating the ways of collecting data, leading richer data, uncovering contradictions and leading the synthesis or integration of theories (Jick, 1979). Moreover, some mixed methods researchers noted the reasons for combining quantitative and qualitative research. For example, Rossman and Wilson (1985) stated that the combination of both research types provides confirmation and corroboration correspondingly, develops richer data and initiates new ways of thinking by using data emerged from two data sources.

However, the popularity of mixed methods research has grown in the late 1980s with the publication of internationally specialized books (Ary, et al.,2010) and it has been accepted as a valid research method type in social sciences after the release of two seminal works by Tashakkori and Teddlie in 1998 and 2003. (Yalçın, 2019). Moreover, the usage of “a theoretical lens in mixed methods research” was discussed by Greene and Caracelli in 1997 (as cited in Creswell, 2009, p.74) and “The first International Mixed Methods Conference was conducted at Cambridge University in 2004” (Ary, et al., 2010). Lastly, a special group attended by the American Educational Research Association to study on the mixed methods research in 2006 (Ary,et al.2010).

3.1.3. Types and procedures of mixed methods research. Research methods researchers have categorized research methods types by using various names. Mixed methods research types can be categorized into two categories, sequential and concurrent (Morse,1991; Dörnyei,2007; Creswell, 2009; Creswell,2014). Also, it is stated that if two components, a qualitative and quantitative, are used in a study, the sequence and the dominance dimensions can be categorized as “qualitative first, quantitative first or concurrent and qualitative dominant, quantitative dominant or equal status” (Dörnyei, 2007, p.169). While Ary et al. (2010) classified research methods into six types which were concurrent design, parallel design, sequential design, fully mixed design, conversion design and embedded design, Creswell (2014) classified them as convergent parallel mixed method, explanatory sequential mixed method, exploratory sequential mixed method, transformative mixed method, embedded mixed method, and multiphase mixed method. However, one year later, Creswell (2015) describes mixed methods research in two main categories, one of them is basic mixed methods designs including convergent design, explanatory sequential design and exploratory sequential design; the other one is advanced designs including intervention design, social justice design and multistage evaluation design. In this thesis, the classification of Creswell (2014) will be the focus and the types of each mixed methods design and its procedure will be discussed in details in the following paragraphs.

Explanatory sequential mixed method which includes a strong quantitative background involves two phases. In the first phase, the quantitative data is collected and the results are analysed by the researcher. In the second phase, the researcher uses these results to plan quantitative phase. This method is considered explanatory because quantitative results are explained in detail by using qualitative data. It is also considered as sequential because quantitative data is gathered, analysed and then qualitative phase takes place. By using qualitative data, quantitative results are supported by explaining more detail with the help of survey responses.

In exploratory sequential mixed method, the procedure is the opposite of the process in the explanatory sequential mixed method. There are also two phases; in the first phase qualitative data is gathered and analysed. In the second phase, quantitative data is explored by using the results of qualitative phase. It includes a strong qualitative

orientation. “At the most basic level, the purpose of this strategy is to use quantitative data and results to assist in the interpretation of qualitative findings” (Creswell,2009, p.195).

Transformative mixed method includes two distinct phase for data collection and “uses a theoretical lens drawn from social justice or power” (Creswell, 2014, p.44). In this design either qualitative or quantitative data is used in the first phase and second phase (qualitative or quantitative) follows the initial one. The elements of convergent, explanatory sequential or exploratory sequential mixed methods are included in transformative mixed method. It provides the researcher understand a phenomenon better and it serves the researchers’ theoretical perspective.

In the process of embedded mixed method, one form of data is supported by a second form of data within a single study (Ary, et al., 2010). According to the rationale for embedded mixed method, a single dataset is not enough to answer different questions so each question type requires different data types. The most important difference of this method from other types of mixed methods is that the data sets are mixed in the design process rather than in the conclusion level so that the second data source plays a supplemental role for the prominent data source. Creswell (2014) explains this method as in the following:

An embedded mixed methods design involves as well either the convergent or sequential use of data, but the core idea is that either quantitative or qualitative data is embedded within a larger design (e.g., an experiment) and the data sources play a supporting role in the overall design. (Creswell, p. 44, 2014)

Multiphase mixed methods design is an advanced design that is frequently used in areas requiring evaluation and program intervention. Also, it includes concurrent or sequential strategies to best understand a long-term program goal. (Creswell,2014) In this method, there is a focus on a common goal and the execution of various mixed method projects in order to achieve the goal. Moreover, various mixed method projects are carried out in order achieve this goal. While conducting a longitudinal study, the researcher sometimes uses convergent or sequential methods, and sometimes only one of the qualitative or quantitative methods (Yalçın,2019).

The present study benefited from the convergent parallel mixed methods. Creswell (2014) describes this method in details as in the following:

Convergent parallel mixed method is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings are explained or further probed in this design. (Creswell,2014, p.44)

In other words, in a study done by using convergent parallel mixed method, first, the researchers gather and analyse quantitative and qualitative data separately but at roughly the same time for the same construct. Then, the results are compared to see whether there is a relatively high inter-correlation or not. That's to say, the interpretation is made whether there is convergence or divergence between the two sources of information in the discussion part of the study.

Creswell gives another explanation in another work to clarify what happens in a convergent parallel mixed method design by using the term concurrent triangulation strategy as follows:

This model generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other (or conversely, the strength of one adds to the strength of the other). In this approach, the quantitative and qualitative data collection is concurrent, happening in one phase of the research study. Ideally, the weight is equal between the two methods, but often in practice, priority may be given to one or the other. (Creswell, 2009, p.196)

The main reason for using mixed method is that this method expands the understanding of a complex issue, corroborates findings through 'triangulation' and reaches multiple audiences. (Dörnyei, 2007). In this study, while pre-test and post-test vocabulary tests results and questionnaires provided quantitative data, the semi structured interviews provided qualitative data. Moreover, it is stated that the collection of both quantitative and qualitative data extenuates the weakness of a single data and maximizes the validity of the research (Dörnyei,2007). In this study, where data is combined in the interpretation and discussion section or the results of two databases are combined or compared side by side in a discussion “One database could help explain the other database, and one database could explore different types of questions than the other database” (Creswell,2014, p.43).

There are a few reasons for choosing the convergent parallel mixed methods design in the current thesis. Creswell (2014) quoted as “in this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results” (Creswell,2014, p.44) as the

reason for choosing the convergent parallel mixed methods design. That is the most important reason why a convergent parallel mixed methods design was adopted in the present study in which the effects of pre-reading vocabulary studies on experiencing flow in English classes were examined. Another reason why the researcher preferred this method in the current study is that the convergent parallel mixed method can answer research questions more broadly and more fully, “overcome the weaknesses and utilise the strengths of each approach” (Atif, Richards & Bilgin, 2013, p.10) and it can provide strong evidence for interpretation and conclusion by integrating both qualitative and quantitative data. In this study, the researcher searched for the effects of pre-reading vocabulary studies on experiencing flow via using picture matching activities in the pre-reading stage and the key factors that affect students’ experiencing flow in the process of reading.

The present study was presented by using the convergent parallel mixed method described by Creswell (2014). In this method, first, quantitative data and qualitative data is analysed separately. Then, the results that have been gathered after these two separate analyses are compared so that the findings can be equated whether they are parallel with each other. Both qualitative and quantitative data was gathered separately but at the same period in order to conduct the study appropriately. In other words, the researcher of this study both gathered quantitative data by applying pre and post vocabulary tests and questionnaires and qualitative data by interviewing students at the same time.

According to Dörnyei (as cited in Yalçın,2019) using a mixed method in a research helps the researcher both minimize the disadvantages of using a single method and maximize the validity of the research by using quantitative and qualitative approaches together. Based on this explanation, during the study, while pre and post test results of target vocabulary and results of flow questionnaires provided quantitative data, qualitative data was provided by semi-structured interviews so the validity of the study was aimed to strengthen.

3.1.4. The advantages and disadvantages of mixed methods research. As stated in section 3.2.1, mixed methods research, which was started to be used in the

20th century with the research methods researchers seeing the benefits of this method, has recently become widely used. However, with the increase of using mixed methods in research studies recently, there have been some arguments about the advantages and disadvantages of the methodological pluralism (Dörnyei, 2007) and these arguments have continued since the mixed methods research design emerged.

To highlight the advantages of the mixed method, Reichardt and Cook (1979) emphasize that researchers do not need to limit their work to a single method when they can get the best from both types. Taking into consideration another positive aspects of mixed methods research, Rossman and Wilson (1985) state that combining qualitative and quantitative research allows triangulation and data to validate and support each other and these combinations both provide richer data and can create a new way of thinking to paradoxes emerging from two data sources. Also, the researcher can reread the quotes and return to the qualitative data during the study (Malina, Nørreklit & Selto, 2010).

In addition to these perspectives, Cook (1985), who argues that it is useful to combine different biases with different methods, thinks that research questions can be examined from different perspectives by mentioning the term *critical multiplism*. According to Collins, Onwuegbuzie, and Sutton (2006) another positive aspect of mixed method research is that conducting a mixed methods research study may be deemed necessary in terms of the “participant enrichment, instrument fidelity, treatment integrity, and significance enhancement” (as cited in Johnson, 2007, p.116). These claims are often supported by many researchers and seem to be a fundamental reason why most researchers find it necessary to mix qualitative and quantitative research methods in their studies.

Creswell (2015) states that using only quantitative research is not able to investigate personal experiences as well as using only qualitative method is not able to make a generalization from a small number of participants to a large number.

On the other hand, using mixed methods research may bring some drawbacks besides the advantages it provides. According to Dörnyei (2007) implementing a mixed method design requires much effort and a skilful study as the researcher has to use

both qualitative and quantitative data. Malina et al. (2010) states that publication of mixed methods research can be a barrier on account of the fact that qualitative methods tend to be length.

3.1.5. The design of the study.

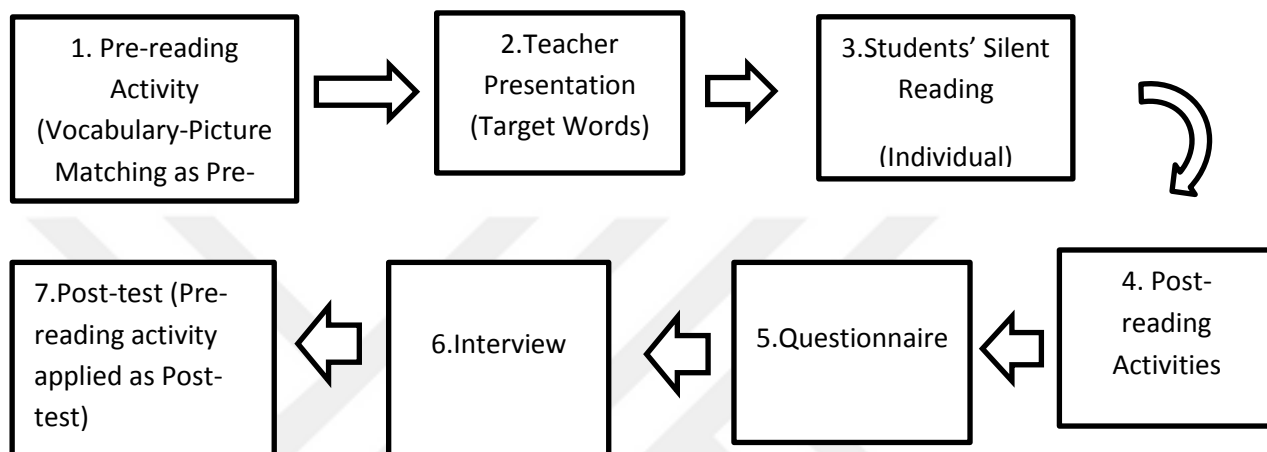


Figure 5. The design of the study

The purpose of this study was to investigate the effects of pre-reading vocabulary studies on experiencing flow in EFL learners and the key factors that affect students' experiencing flow in the process of learning English. Based on these purposes, two academically identical classes (8th grade) were selected by means of a non-probability sampling method, convenience probability. Within the scope of the research design the process deals with the results of treatment and investigates the key factors that affect flow experience mixed method research design was used. As the study focused on EFL learners in a secondary school context, the study was conducted with students at 8th grade. The participants from two classes in the same school were chosen with a convenience probability sampling method (Cohen, Manion & Morrison, 2007) and they were considered as being at the same proficiency level on account of the fact that the same teacher provided their English knowledge with the same methods and feasibilities the previous year. During the process the course book provided by Ministry of National Education (MoNE) and the target vocabulary was chosen from that book. Apart from that, pre-reading

vocabulary activities (picture matching) and post-reading activities were provided by the researcher to the whole participants.

The target vocabulary and reading passages which will be explained in the next procedure part in detail were chosen according to the curriculum, from the 8th grades' course book (Upswing English Student's Book units, that are Unit 3- In The Kitchen, Unit 4 On The Phone, Unit 5-The Internet and Unit 6-Adventures (see Table 1). Before the implementation of the study, a pilot study including whole participants was carried out in order to prevent misunderstandings. The study included seven steps which were, pre-reading activities including pre-test of vocabulary, presentation of the target words, silent reading, post-reading activities, questionnaire, interview and post-test of vocabulary that was applied as pre-test in pre-reading stage (Figure 5). In the beginning of the study, a picture matching vocabulary activity was applied as pre-test and then vocabulary presentation was provided by the teacher. When presentation of the vocabulary was completed, students were asked to read related reading passage and do post-reading activities.

At the end of the lesson, a flow questionnaire was applied to all students in the class. At the end of each two-hours lesson, a semi-structured interview (see appendices 14, 15) was applied to some students in order to "obtain more fine grained image of their experience in class" (Chiru, 2017, p. 48) and to enhance the study's validity Dörnyei (2007) draws attentions on the advantages of the interviews that are used in a research by saying:

In fact, because experiments involve featured process elements (i.e. the development of the participants as a result of the treatment), including a qualitative phase to explore the nature of such processes is a natural and potentially highly fruitful design that can greatly enhance the study's internal validity. (p. 173)

Lastly, picture matching vocabulary activity that was asked to do in pre-reading stage was applied as post-test in the beginning of the next lesson. The data collection process took 5 weeks in total. When the implementation of the study was completed, the data was analysed both quantitatively and qualitatively.

3.2. Research Questions

This research seeks to address the following questions:

1. How do pre-reading vocabulary studies affect students' experience of flow?
2. What are the key factors that affect students' experiencing flow in the process of learning English?

3.3. Participants

The participants of this study were selected with a non-probability sampling method, convenience probability. Cohen, Manion and Morrison describe the *non-probability samples* as in the following “the selectivity which is built into a non-probability sample derives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population; it simply represents itself”(Cohen,et al.,2007, p.113) and they also state “convenience sampling (also known as availability sampling) is a specific type that relies on data collection from population members who are conveniently available to participate in study” (Cohen, et al., 2007, p.113).

Starting from this point, researcher preferred to study with the school where she was working as an English teacher (Kozluca Secondary School) and implemented the study with these participants as it was easy to collect the data there. In addition to this, two classes were regarded as being at the same proficiency level. This was true for the reason that the same teacher provided their English knowledge with the same methods and feasibilities the previous year and the participants' English scores in 2018-2019 academic year for second term was accepted as a criterion to support this idea. (Appendix1). On the other hand, students who attendant the study in both classes were not homogenous in terms of their English proficiency among their classmates as it was known by the teacher some students were at pre- intermediate level and the others were at an elementary level or starter level although they are at 8th grade. Although the students' proficiency level was differ among their classmates, a placement test was not required as the study aimed to investigate the key factors that affect students' experiencing flow in the process of learning English.

There were 41 8th grade Turkish secondary school students as participants in this study. All the learners in both classes took part in the research but a male student was singled out as he was frequently absent from school. Among these students 11 of

them were living in the village where the school located, Kozluca Village, Burdur and the rest of them were from different villages which were close to the school village and they were coming to school by school service in the morning and going back to home by school service again after the lessons were over. Kozluca is a small village with a population of nearly 2000 citizens. The participants of this study were on average 13-14; 21 were males and 20 were females. All the participants in this study spoke Turkish as their mother tongue and none of them had a foreign language background except English. The participants had four hours (40 minutes each) for English lesson per week and they had only two hours in a day. According to the school principle arrangement 2 hours of the English lesson took place on the same day for both classes, on Tuesday but the next two hours were on different days for a while but after some rearrangements done by the school principle there were some changes on the days of the English lesson. The English teacher applied all the activities and assessment materials prepared by herself as she was the researcher to the all participants. Apart from these lessons, they did not have an opportunity to speak English outside of the classroom. In order to help students, understand the process of the study a pilot study was conducted and the participants made familiar with the study. Cohen and et al. (2007) stress that pilot study is important in a research study and they continue as following “it may be better for the teacher to develop a pilot study and uncover some of the problems in advance of the research proper” (p. 58).

3.4. Procedure

The researcher of this study was the English teacher of the participants as well and she conducted the process of the study at the beginning of the first term of the 2019-2020 academic year. The study had a start after the legal permissions and approvals of the Burdur Provincial Directorate of National Education (Burdur İl Milli Eğitim Müdürlüğü - Burdur MEM). Students were also informed about the consent form (see Appendix 2) and requested to take part in the study voluntarily in the beginning of the research. The manner of the study, its concept and the participants' rights were

described in the form. It was observed that none of the students rejected to take part in the study.

The study continued with a pilot study, pre-test of vocabulary in pre-reading stage as pre-reading activity, vocabulary presentation, post reading activities, post-test, questionnaire and interview to gather more data about the participants' feelings and experiences. (See figure 5). The pre-test of the target vocabulary for each unit was prepared by the researcher and applied twice in a week; in the beginning of a lesson as a pre-reading activity and the same activity applied as post-test at the end of the lesson. Moreover, with the help of a learned opinion, presentations of the target vocabulary and post-reading activities were prepared by the researcher. The implementation of the study took 5 weeks in total.

3.4.1. The activities used in the study. It is claimed that a person may not always enjoy doing the same thing at the same level therefore the desire of enjoyment may lead someone to discover new things from time to time. In addition to this idea, it is stated that different types of questions that are used at the same time provides effective learning (Şevik, 2005). As a result, the researcher used a different way of teaching new vocabulary which is not available in 8th grade's course book for introducing to the text and three types of post-reading activities in order to bring diversity to the process in after-reading study part in this study.

Moreover, as it has been explained in chapter two, it is possible to say that someone who has not much experience or skill in doing an activity for the first time may experience flow during his performance but after this activity continues for a while, the person may get bored and may not experience flow. That's why the researcher preferred using different challenging activities starting with picture matching activities, and then continued with word presentation at the pre-reading stage; true-false questions, filling the gaps questions and open-ended questions at the while reading stage and post reading stage.

3.4.1.1. The "picture matching" activity. Matching activities are important for learning vocabulary in terms of providing students an engaging way to learn by

challenging them logically. In a study conducted with seventh-grade students, results showed that matching game enhanced vocabulary learning and matching activities are effective for supporting students' learning (Muslimin, Gatot & Wardah, 2017). According to the researchers matching can be done either definition matching or picture matching.

Pictures refer to “a kind of visual instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills” (Rima, 2016, p.51) and using pictures for vocabulary teaching has many advantages such as creating an enjoyable atmosphere, facilitating learning and enabling the learners understand vocabulary as pictures are interesting, meaningful, helpful for acquiring the language (Wright, 1989) and more memorable (Joklová, 2009). In this study, *picture of single objects* and *pictures of symbols* which are classified as types of pictures by Wright (1989) have been preferred for picture matching activities.

3.4.1.2. The “target word definition” activity. Researchers agree that if there is not enough vocabulary development, students will have trouble while reading a text. Also, using pictures may not be sufficient for demonstrating the meaning of the words (Joklová, 2009), especially teaching abstract words. Applying some intentional vocabulary learning activities in a reading study may provide a better result because teaching some specific words supports comprehension of the text including these words, increases students' word consciousness and enables them to learn new words (Graves, 2000).

In this study, the meanings of the target words are explained at a level that students can understand by choosing the meaning of the words which are met in the text, rather than using their dictionary meaning as the meaning of unfamiliar words are better learned when they are introduced in context (Biemiller & Boote, 2006; Stahl & Fairbanks, 1986). As a result, students can get the meaning at personal level and they may get deep processing of the target words. Moreover, simple definition of the target words are supported by specifying their words type, by using a picture that directly expresses the word or is closest to it and by giving an example sentence.

3.4.1.3. The “silent reading” activity. According to the reading researchers reading activity in English classes can be applied in two different ways. The first one is aloud reading by the teacher and the other one is silent reading that students do. Also, silent reading can be named as unassisted reading and “the children read independently (Dowhower, 1987, p. 390). Both types of reading have their advantages and disadvantages, in addition, both types of reading allow students to interact in the language to be learned in English lessons. A research done by Er (2019) has shown that teacher aloud reading is important in the early stages of language learning. In the activity of teacher aloud reading, reading the text word by word is carried out by the teacher so that the student can define and pronounce the word correctly. On the other hand, during the activity of teacher aloud reading, the reader focuses on the pronunciation and intonation of the words rather than trying to capture the meaning of the text.

Studies have shown that quiet reading allows the reader to understand the text quickly. Er (2019) states that silent reading provides an increase in learners’ confidence in their ability to understand the reading passage. As it is understood from this explanation, silent reading can be accepted as a useful strategy in reading activities in EFL classes for secondary school students so silent reading was preferred to apply in this study.

3.4.1.4. The “true-false” activity. True/False question is a type of comprehension question used for checking the readers’ understanding at a lower level by asking them to explain whether the statements taken from the text are correct or incorrect. This type of question can be accepted as a multiple-choice question with two choices; however, in true/false question information is given in small amounts and reviewed to provide interactivity so it can provide micro learning during the lesson. Although a true/false question seems easy, it can be tricky when it is well prepared, for instance by using qualifiers, double negative statements or absolute qualifiers the meaning of the statement can change. True/ false question enables students evaluate each option whether it is true or false (Brassil & Couch, 2019).

3.4.1.5. The “gap-fill” activity. Gap-fill activity is described as a type of practice in which students are asked to replace words missing from the text in order to study specific language points such as grammar, vocabulary or features of a written text (British Council, 2020). For this study, gap-fill activity is used to study target words. Gap-fill questions bring interactivity among students as they do not all the information and they can communicate to complete the task (American English, 2020).

3.4.1.6. The “open ended questions” activity. Open ended questions are the types which are given in imperative of question form and are answered freely by the students according to their own cognitive level and writing skill (Duran & Tufan, 2017). Open ended question is a type of comprehension study which assesses students understanding or mentally grasping the meaning of the text (Gallaudet University, n.d). Detail questions which are used to ask smaller chunks of information such as a number, a date or a name, inference question, main idea questions and following direction questions are used widely.

3.4.2. The target vocabulary. In this study 45 target vocabulary were chosen from the English program (MoNE, 2018) and from the book titled “Middle School And Imam Hatip Middle School UPSWING ENGLISH STUDENT’S BOOK 8” provided by MoNE (Tıraş, n.d.) the course book chosen by the administration to be used in 8th grade English classes. These words were the key words of the reading texts in the relevant units (9 words for every unit; 3, 4, 5 and 6) so they were regarded as target vocabulary. Table 2 illustrates the target vocabulary chosen for this study. It was taken into consideration whether the words determined to be taught as ‘target vocabulary’ were sufficient to understand that text, as explained by a researcher “The first decision to make when teaching a word is to decide whether the word is worth spending time on or not” (Nation, n.d p.2.).

Table 2.

Target Vocabulary

Unit 3-IN THE KITCHEN	Unit 3-IN THE KITCHEN	Unit 4- ON THE PHONE	Unit 5- THE INTERNET	Unit 6- ADVENTURES
Remove	beef broth	smoke signal	face to face	to move on something
Mat	toss	warn	properly	<i>to jump of something</i>
a sheet of seaweed	ginger	commander	broken	to blow
wrap	garlic	Distant	live music	Rope
Roll	tender	Invent	take place	high lining
Cover	beef	range	probably	base jumping
lengthwise	pan	transatlantic	graduation ceremony	Cliff
Firmly	cornstarch	transmission	treat	experience
Sprinkle	combine	cell phone	get a diploma	landing

3.4.3. The implementation process. Prior to the implementation process, it is important to mention again that the necessary permissions were taken from MoNE(Appendix 4) and from the participants(see Appendix 2). Next, students were informed about the study and the sessions of the process. The researcher of this study, who was also the English teacher of the participants, conducted the study with 41 8th grade EFL learners from two classes all of which were considered as a whole in the study at the fall term of 2018-2019 education year. The topics of the lesson were based on the 8th grades' first term units that were presented according to the yearly plan, which were Unit 3- In the Kitchen, Unit 4- On the Phone and Unit 5- The Internet. While the study was taking place in first term, there were some unexpected events such as snow holidays so the questionnaire of 4th session was not applied in one of the classes and it was delayed. As a result, the first reading passage from 6th unit which belongs to the second term was added to the study.

The teacher mostly spoke in target language and tried her best to use it during the lessons, however, when it was necessary she used L1(Turkish) especially in presentation of the abstract target vocabulary. The implementation process took 8 weeks in total. From the beginning of the data collection process to the last week,

picture matching activities that were applied as pre-test in pre-reading stage and post-test applied at the end of each session were prepared as worksheets. In addition, post-reading activities were also prepared as worksheet and delivered to the students during the implementation sessions. Moreover, the target vocabulary that belonged to the reading text was introduced by power point presentations and the description of the words was explained and the usage of the word in a sentence was exemplified during the lesson (see Table 3). Pre-reading activities took 1 hour-lesson (40minutes) so silent reading and post-reading activity were conducted in second lesson. In the beginning of the activity, handouts were given to the students before they started reading the text. Students were asked to read the passage silently and do the post-reading activities. The researcher let the participants read and do the activity themselves nearly 13-15 minutes. English lesson was ended after answering the questions in the post-reading part and doing the flow questionnaire.

3.4.3.1. Week 1. Pilot study was conducted in the first period and the researcher participated in the study as the English teacher of the participants so a special training for the teacher was not required. In the pilot study, the researcher gave a general description of the process and sessions in order to help students understand the process of the study. Next, teacher conducted the study starting with the pre-test of target vocabulary in unit 3 as pre-reading activity and explained students how to do this activity in both target language and mother-tongue. This activity took nearly 20 minutes so with the researcher's explanations; the first lesson was fulfilled with this activity. The second English lesson of the week was just come up after the first one so the researcher started the presentation of the target vocabulary in the 2nd lesson and then students were asked to do silent reading and complete the post-reading exercises.

3.4.3.2. Week 2. The second session was two weeks later as the researcher had to recess the process in order to attend a conference that was organised by the MoNE and she was asked to be there. The first real study was conducted in week 2. The topic of the Unit 3 was In The Kitchen. Within Unit 3 in the course book, the

activities such as completing the table related with food, cooking types and taste types or some listening activities were taught in previous lessons so the students were eager to the topic.

In the beginning of the lesson, the teacher delivered worksheets to the participants so that the participants got a picture matching activity as a pre-test and they were asked to match nine target vocabulary with the pictures prepared by the researcher in pre-reading section (see Appendix 3). When students finished that picture matching activity, worksheets were taken back by the teacher and saved for checking after the lesson. Next, word presentations including brief description of the word, its form, its picture and an example sentence were applied by the teacher to the whole class (see Appendix 5). The related words of the reading text, which were *a sheet of seaweed, wrap, cover, mat, firmly, lengthwise, remove, roll, sprinkle*, were the target vocabulary of this study. The teacher wrote the words (just English) as a list to the board with a red board marker in order to help students who wanted to take notes. In the first hour (40 minutes), pre-reading activities and word presentations were completed.

In the second hour (40 minutes), the topic of the reading text for silent reading was *How to Make Sushi*, a recipe of a traditional Japanese food. Students were given worksheets including three types of post reading activity (see Appendix 6). 13-15 minutes were allocated to the students for silent reading and post-reading activity so that they were able to answer the questions themselves. Teacher asked students to answer the questions loudly by raising hands and students' active participation in the study was provided. The 4th step of the procedure was completed and the participants requested to do flow questionnaire in a few minutes before the lesson was over.

The same implementation process was applied to the other class in the same week. Although there were 41 participants throughout the study, there were 19 students in class 8A and 17 students in class 8B so there were 36 students for the first reading activity of this study in total.

3.5. Data Collection Instruments

Before the implementation of the study, a pilot study was conducted. The pilot study was given in Turkish partly as students needed brief explanation so that the participants could easily understand what they were going to do in later processes. In this study, pre-test containing 9 picture matching questions prepared by the instructor for pre-reading vocabulary activity; a flow questionnaire (directly taken from Chiru, 2017) and semi-structured interview (adapted for ease of comprehension from Chiru, 2017) were used to collect the data for further analysis. Pre-test is defined as “test that is done on a product, piece of equipment, etc. to make sure it works before it is sold or used” whereas questionnaire is defined as “a set of questions asked of a large number of people to discover information about a subject” (Cambridge dictionaries online, 2020). The questionnaire is a useful instrument widely used to collect survey data as it provides structured and often numerical data (Cohen, et al., 2007). During the survey, a 7-question semi-structured interview was held in Turkish with each student in whole participants. Dörnyei (2007) states the importance of semi-structured interviews as follows:

The semi-structured interview is suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story. (Dörnyei, 2007, p. 136)

The semi-structured interview was held weekly and the questions were as follows:

1. Did you get stuck at any point during the activity, and how did you feel about it?
2. “Did you feel anxious while you were doing the task? If yes, when? Please tell me more about it” (Chiru, 2017, p.48)
3. Were there any elements that made the task easier during the activity?
4. Did you get help from anyone in the class? If yes, from whom and when?
5. How was the process for you while doing the activities?
6. How hard or amusing did you think the activity was?
7. Did you need to look at the clock during the activity?

As the researcher is the teacher of the participants at the same time and she has been teaching for 13 years, the researcher of the study has sufficient experience of

teaching English; therefore, she is able to ask detailed and broad questions about the experience and feelings of students about the activities. The duration of each interview was about six or seven minutes and the interviews were recorded using a mobile phone providing a clear voice record.

Table 3.

Target Vocabulary

Unit 3-IN THE KITCHEN	Unit 3-IN THE KITCHEN	Unit 4- ON THE PHONE	Unit 5- THE INTERNET	Unit 6- ADVENTURES
Remove	beef broth	smoke signal	face to face	to move on something
Mat	toss	warn	properly	<i>to jump of something</i>
a sheet of seaweed	ginger	commander	broken	to blow
wrap	garlic	Distant	live music	Rope
Roll	tender	Invent	take place	high lining
Cover	beef	range	probably	base jumping
lengthwise	pan	transatlantic	graduation ceremony	Cliff
Firmly	cornstarch	transmission	treat	experience
Sprinkle	combine	cell phone	get a diploma	landing

3.6. Data Analysis

In the study, flow questionnaire was used to asses three conditions of flow; control, merging of action and awareness and loss of self-consciousness. Control was assessed in questions 1 and 2; merging of action and awareness was assessed in questions 3 and 4; loss of self-consciousness was assessed in questions 5 and 6.

In her dissertation, Alperer (2005) states that counting the number of students scoring 5.5 and above was accepted as flow or 2.5 and below was accepted as apathy for the speaking activities. Tasks which resulted in positive emotional reactions or negative affective responses were determined by deciding two cut-off points which were 5.5 above for flow and 2.5 below for apathy (Massimini& Carli, 1988; Wilkinson & Foster, 1997; Alperer,2005)

From the point of flow researchers, having a sense of control is an essential requirement to experience flow during the activity (Csíkszentmihályi & Csíkszentmihályi, 1988; Csíkszentmihályi, 1975; Csíkszentmihályi, 1990). Adie, Duda and Ntoumanis (as cited in Chiru, 2017) outlined even if it is very desirable to have a flow during the activity, the teacher wants to encourage students have curiosity, interest, enthusiasm, intrinsic motivation and these feelings are “associated with students feeling a sense of control and autonomy” (Chiru, 2017, p.88). Because of the purposes in this research, the researcher aimed to assess student’s feelings of control after the task has been completed by using Likert-type scale. In the circumstances, according to 5-point-Likert scale, when first and second questions are concerned, scoring 5 and 4 or can be accepted as having sense of control or scoring 2 and 1 can be accepted lack of sense of control.

In the first question, it is asked how optimistic the students were about whether they could do the activity when they started. The students were supposed to choose very optimistic, somewhat optimistic, neutral, not very optimistic and last not at all optimistic. Options were scored from 5 to 1 *respectively*; “students choose from *very optimistic* 5; *somewhat optimistic* 4; *neutral* 3; *not very optimistic* 2; *not at all optimistic* 1” (Chiru, 2017, p.88). In second question, it is asked how good students felt when they were doing the activity and students were asked to choose *very good* 5 points; *somewhat good* 4 points; *neutral* 3 points; *not very good* 2 points; *not at all good* 1 points.

In addition to this, how absorbed a person in an activity can be measured by assessing merging of action and awareness (MAA) and loss of self-consciousness (LSC) so the researcher preferred third and fourth question to assess merging of action and awareness. In question three students were supposed to answer the condition in which they felt that they knew what to do and how to succeed during the activity and they chose from all the time 5 points; *very frequently* 4 points; *occasionally* 3 points; *very rarely* 2 points; *never* 1 point. Question 4 asked students to score how much their mind was busy with other things rather than the lesson during the activity. As it was a negative question, scoring was reversed so students were supposed to choose *never* 5 points; *very rarely* 4 points; *occasionally* 3 points;

very frequently 2 points; *all the time* 1 points. On the other hand, another element of flow, loss of self-consciousness was measured with fifth and sixth questions. In fifth question, students were asked to reply how often they judged themselves negatively during the activity and the scoring was reversed as it had a negative meaning so students' options were scored as *never* 5 points; *very rarely* 4 points; *occasionally* 3 point; *very frequently* 2 points; *all the time* 1 point. With question six, students were asked to give an answer how often they worried about being judged by others during the activity. The students were supposed to choose *never* 5 points; *very rarely* 4 points; *occasionally* 3 point; *very frequently* 2 points; *all the time* 1 point as it happened in fourth and fifth question.

The participants of the study were interviewed to understand their perception and attitudes about flow experience during the lessons after completing the reading activities they were supposed to do in the lessons. Oral interviews with the students were conducted at the end of the task in every week. First, they were explained the meaning of the questions in the questionnaire and then they were asked about their attitudes towards flow in their lessons. The interviews were tape recorded, transcribed and translated for data analysis. As Seidman suggested (1998), some themes related with the elements of flow experience were suggested by the questions and the common points were the focus in the interview. Questions asked in the interviews will be discussed under these points: balance with *skill and challenge*, *sense of control*, *a centering of attention on a stimulus field*, *merging of action and awareness*, *goal clarity and feedback*, *autotelic experience and passage of time* in detailed in Chapter V.

In order to ensure the confidentiality of the participants, pseudo names of all the participants were used to express their opinions and comments throughout this chapter.

CHAPTER IV

FINDINGS

This chapter presents the findings of the current study which aims to investigate the effects of pre-reading vocabulary studies on flow experience of EFL learners and identifies the key factors affecting student's experiencing flow in the process of learning English. In accordance with this respect; in the first part of this chapter, the results of the pre-test and post-test of vocabulary rates at pre-reading stage will be examined and analysed. This will be done weekly. In the second part of this chapter, the results of the questionnaire rates gathered at the end of the reading activities will be examined weekly. This will be done in three stages; firstly, the results of first and second questions will be analysed in terms of sense of control; secondly, the results of third and fourth questions will be analysed in terms of merging of action and awareness; finally, the results of fifth and sixth questions will be analysed in terms of loss of self- consciousness and awareness. This procedure will follow in the third part of this chapter which is devoted to the analysis of the student interviews applied to whole students. The responses of the students for semi-structured questions will be analysed and some inferences will be made by giving sample quotations from the interviews which are considered some clues for the key factors effecting flow experience during the process of learning English.

4.1. Analysis of Pre-test and Post-test Vocabulary Tests Results

In this section, quantitative data gathered from the whole participants in the weekly pre-reading stage vocabulary activities. In order to answer the study questions, objective measurement is used to gather numeric data in a well-controlled setting and these numeric data is analysed statistically (Ary et al., 2010). From this point of view, the results will be presented according to weeks in, this will be done in two stages; first, analysis of the weekly pre-post vocabulary tests by taking correct answers into consideration will be presented in tables, and second comparisons of true answers between pre-post vocabulary test results will be presented in graphics.

4.1.1. Weekly analysis of pre-post vocabulary tests. In this part, 45 target vocabulary, 9 words for each week studied in weekly pre-reading activities as pre-test and post-test of pre-reading vocabulary study and they were analysed with Microsoft Excel 2010 program. The results were first calculated weekly and each week's result shows the data gathered by studying only one reading text. Correct answers' rates for pre-test and post-test of vocabulary studies were turned into week-based percentage averages. The tables were constructed according to the weekly pre-post vocabulary tests' results in terms of correct answers' percentages and percentages' difference between pre-post vocabulary tests. The related target vocabulary of the corresponding unit will be presented chronologically as they were studied in pre-reading activities in tables. The number of the correct answers for target vocabulary given for pre-post vocabulary test was presented in graphics weekly. The target vocabulary that has been used in weekly studies were written in italics. The tables visualize the units respectively.

4.1.1.1. Week 1. In this part, the weekly pre-reading vocabulary activities will be analysed by using Microsoft Excel 2010. The calculations were done by using the analysis of the participant's group statistics in terms of the means and means' differences between pre-test and post-test of vocabulary studies at pre-reading stage. (See Appendix 7 for details). First, the number of the correct answers of pre-test for each word before pre-reading stage was counted and its percentage was calculated among the participants who took pre-test. Then, the correct answers of post-test which were given for each word after post-reading stage was counted and their percentages were calculated again. Lastly, the percentages' difference between pre-test and post-test were calculated.

Table 4 demonstrates unit 3-“How To Make sushi” target vocabulary correctness' percentages mean according to Week 1 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 1. A detailed account of the percentage results for Week 1 can be seen in Appendix 7.

According to Table 4, among nine target words, in the pre-test 16.66 percent of the students could answer *sprinkle* correctly at most; however, none of the students among 36 were able to give true answer for *wrap*. The percentage difference was positive and the highest score was calculated 63.89 for two words: *a sheet of seaweed*, *roll* and *firmly* although they were not scored the least during the pre-test. The lowest percentage difference was 38 for the word *remove* but its rate was not the highest in the pre-test as well.

Table 4.

Pre-post vocabulary test correctness rates: Week 1

	<i>Remove</i>	<i>Mat</i>	<i>A sheet of seaweed</i>	<i>Wrap</i>	<i>Roll</i>	<i>Cover</i>	<i>Lengthwise</i>	<i>Firmly</i>	<i>Sprinkle</i>
Pre-test	5,55	11,11	11,11	0	2,77	13,88	0	8,33	16,66
Post-test	44,44	63,88	75	50	66,66	58,33	58,33	72,22	75
Percentages' Difference Among Pre-Post Tests	38	52,77	63,88	50	63,88	44,44	58,33	63,88	58,33

The items as shown in percentages in Figure 6 provide the correct answer rates of the whole participants on pre-reading vocabulary activities. The results show that correct answers of post-test have high rates for all target vocabulary.

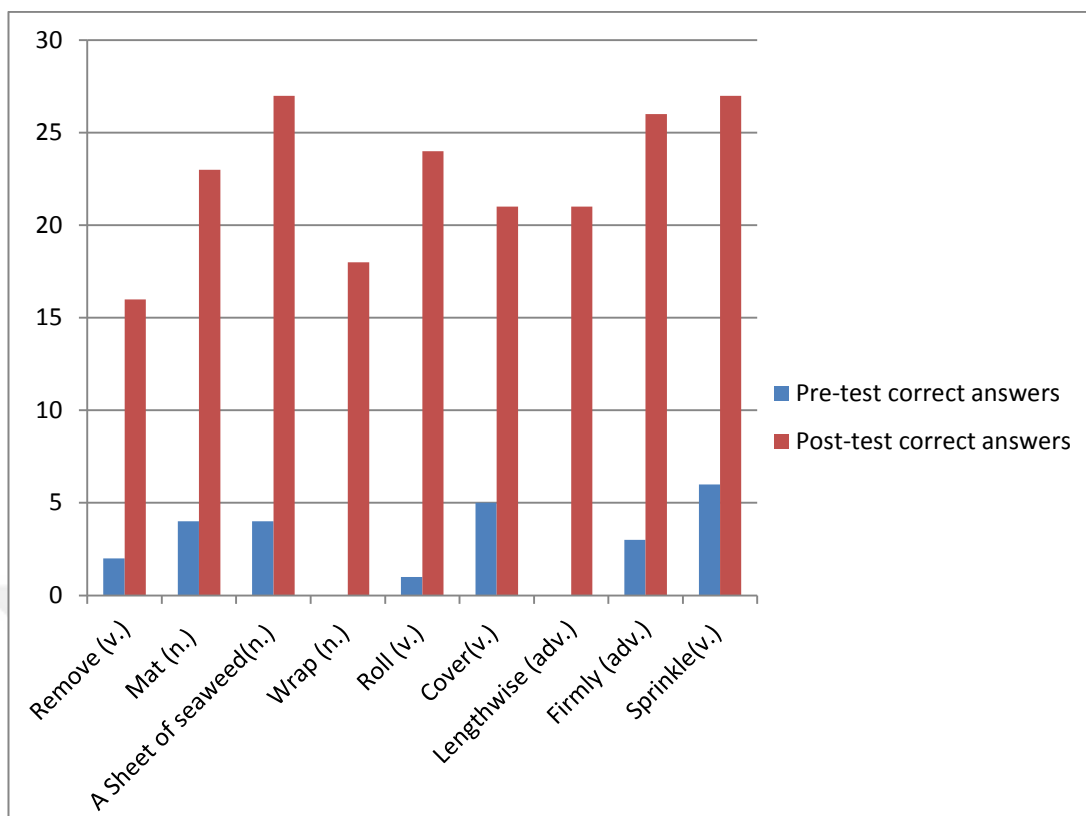


Figure 6. Comparison of pre-post vocabulary test results: Week 1

4.1.1.2. Week 2. Table 5 demonstrates unit 3- “How To Make Noddle” target vocabulary correctness’ percentages mean according to Week 2 results’ and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 2. A detailed account of the percentage results for Week 2 can be seen in Appendix 8.

According to Table 5, among nine target vocabulary, 71,05 percent of the students could answer *beef broth* correctly at most; but 10,52 percent of the students among 38 were able to give true answer for *tender*. The percentage difference was positive and the highest score was calculated 55,26 for the word: *garlic*. The lowest percentage difference was 7,89 for the word *beef broth* as its rate was the highest in the pre-test.

Table 5.

Pre-post vocabulary test correctness rates: Week 2

	<i>Beef broth</i>	<i>Toss</i>	<i>Ginger</i>	<i>Garlic</i>	<i>Tender</i>	<i>Beef</i>	<i>Pan</i>	<i>Corn starch</i>	<i>Combine</i>
Pre-test	71,05	34,21	44,73	26,31	10,52	42,1	50	31,57	34,21
Post-test	78,94	65,78	81,57	81,57	55,26	68,42	84,21	76,31	68,42
Percentages' Difference Among Pre-Post Tests	7,89	31,57	36,84	55,26	44,74	26,32	34,21	44,74	34,21

The items as shown in percentages in Figure 7 provide the correct answer rates of the whole participants on pre-reading vocabulary activities for week 2. The results show that correct answers of post-test have high rates for all target vocabulary.

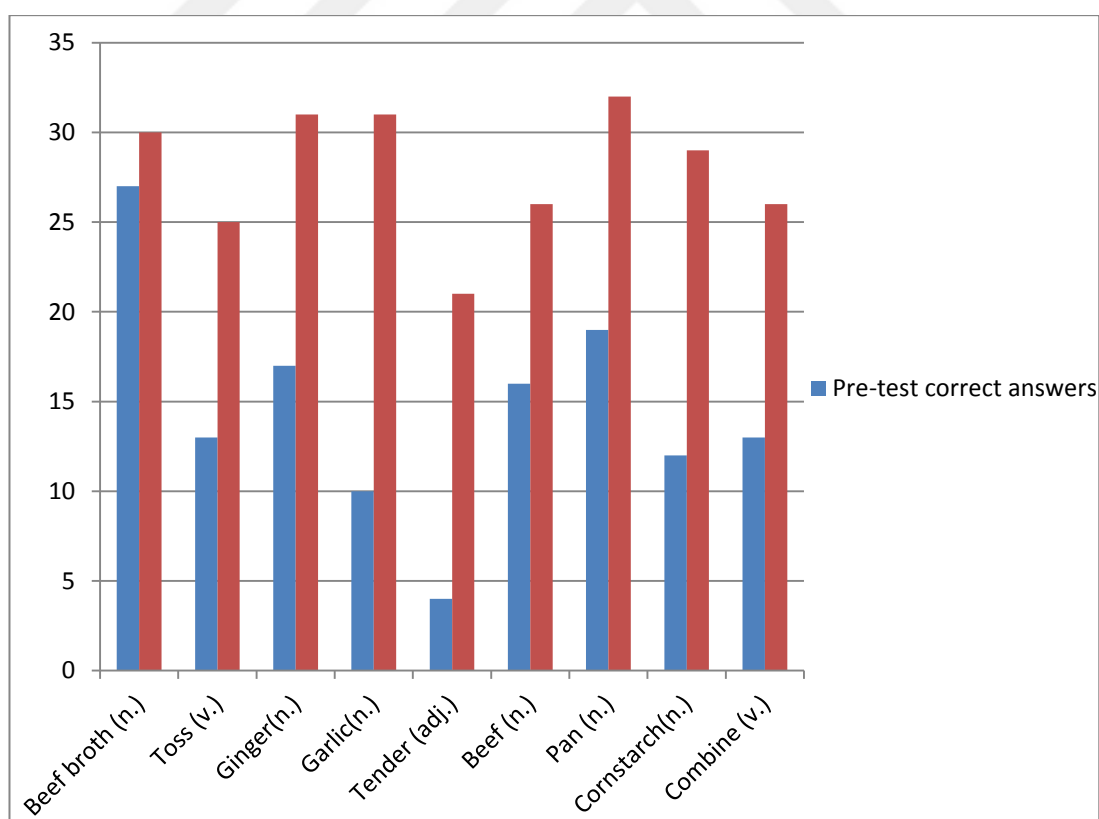


Figure 7. Comparison of pre-post vocabulary test results: Week 2

4.1.1.3. Week 3. Table 6 illustrates unit 4-On the Phone target vocabulary correctness' percentages mean according to Week 3 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 3. A detailed account of the percentage results for Week 3 can be seen in Appendix 9.

According to Table 6, among nine target words in the pre-test 77,77 percent of the students could answer *transatlantic* and *cell phone* correctly at most; but 8,33 percent of the students among 38 were able to give true answer for *range*. The percentage difference was positive and the highest score was calculated 50 for three words: *smoke signal*, *range* and *transmission*. The lowest percentage difference was 5,56 for the word *cell phone* as its rate was the highest in the pre-test.

Table 6.

Pre-post vocabulary test correctness rates: Week 3

	<i>Smoke signal</i>	<i>Warn</i>	<i>Commander</i>	<i>Distant</i>	<i>Invent</i>	<i>Range</i>	<i>Transatlantic</i>	<i>Transmission</i>	<i>Cell phone</i>
Pre-test	19,44	19,44	52,77	27,77	22,22	8,33	77,77	11,11	77,77
Post-test	69,44	63,88	83,33	38,88	63,88	58,33	83,33	61,11	83,33
Percentages' Difference Among Pre-Post Tests	50	44,44	30,56	11,11	41,66	50	5,56	50	5,56

The items as shown in percentages in Figure 8 provide the correct answer rates of the whole participants on pre-reading vocabulary activities for week 3. The results show that correct answers of post-test have high rates for all target vocabulary.

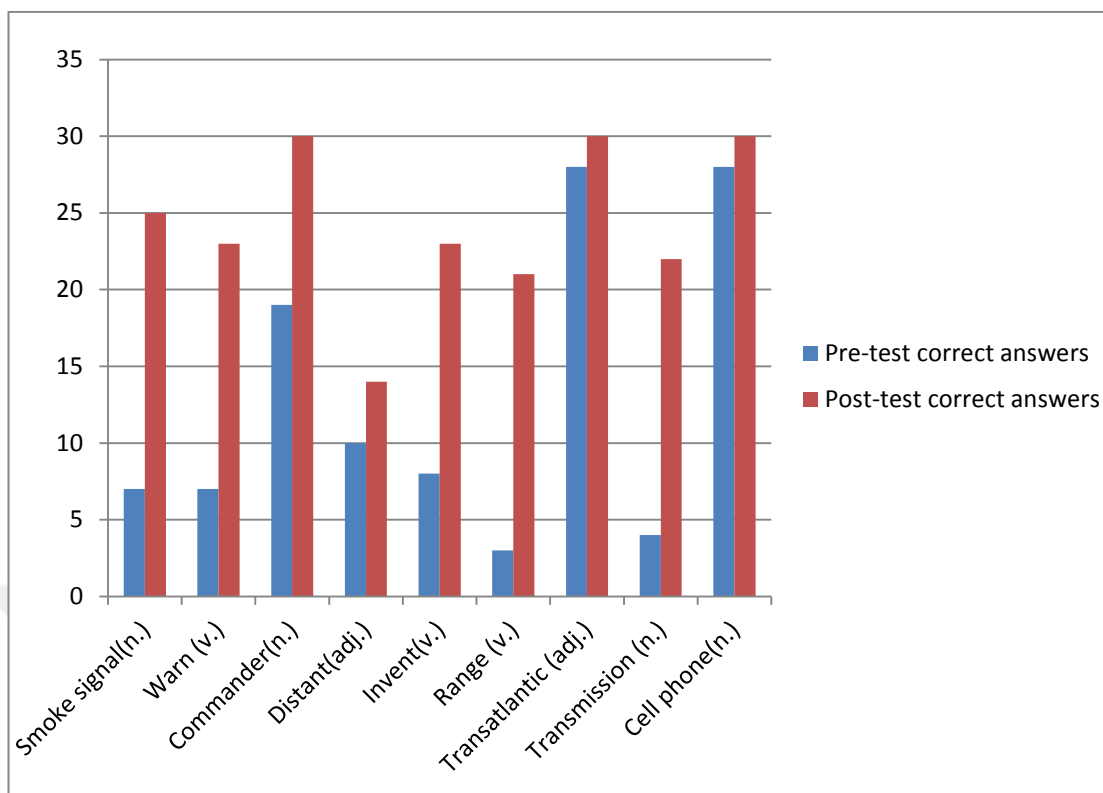


Figure 8. Comparison of pre-post vocabulary test results: Week 3

4.1.1.4. Week 4. Table 7 illustrates Unit 5- The Internet target vocabulary correctness' percentages mean according to Week 4 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 4. A detailed account of the percentage results for Week 4 can be seen in Appendix 10.

According to Table 7, in the pre-test among nine target vocabulary, 89,47 percent of the students could answer *live music* correctly at most; but 7,89 percent of the students among 38 were able to give true answer for *properly and broken*. The percentage difference between pre and post-test was positive and the highest score was calculated 55,26 for the word *face to face*. The lowest percentage difference was 15,79 for the word *properly*. Although the word *live music* had the highest rate in the post-test, there is no percentage difference for this word as its rates in the pre-test and post-test were the same.

Table 7.

Pre-post vocabulary test correctness rates: Week 4

	<i>Face to face</i>	<i>Properly</i>	<i>Broken</i>	<i>Live music</i>	<i>Take place</i>	<i>Probably</i>	<i>Graduation ceremony</i>	<i>Treat</i>	<i>Get a diploma</i>
Pre-test	18,42	7,89	7,89	89,47	10,52	34,21	50	26,31	60,52
Post-test	73,68	34,21	39,47	89,47	28,94	50	68,42	57,89	78,94
Percentages' Difference Among Pre-Post Tests	55,26	26,32	47,36	0	18,42	15,79	18,42	31,58	18,42

The items as shown in percentages in Figure 9 provide the correct answer rates of the whole participants on pre-reading vocabulary activities for week 4. The results show that correct answers of post-test have high rates for all target vocabulary.

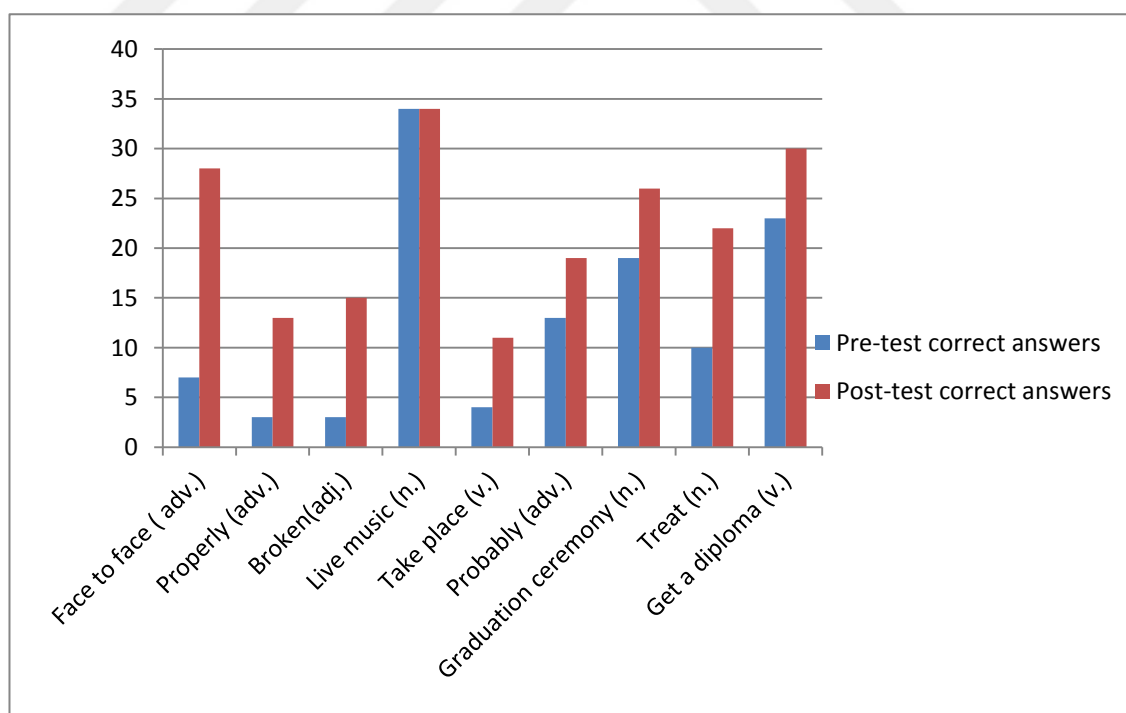


Figure 9. Comparison of pre-post vocabulary test results: Week 4

4.1.1.5. Week 5. Table 8 illustrates Unit 6- Adventures target vocabulary correctness' percentages mean according to Week 5 results' and the correctness rates of vocabulary in terms of percentage differences between pre-test and post-test results of pre-reading vocabulary activities for Week 5. A detailed account of the percentage results for Week 5 can be seen in Appendix 11.

According to Table 8, in the pre-test among nine target vocabulary, 42,1percent of the students could answered *to jump of something* correctly at most; but none of the students among 38 were able to give true answer for *landing*. The percentage difference between pre and post-test was positive and the highest score was calculated 31,57 for the word *landing*. The lowest percentage differences were 2,63 for the word *to jump of something* and 2,64 for the word *experience*.

Table 8.

Pre-post vocabulary test correctness rates: Week 5

	<i>To move on something</i>	<i>To jump of something</i>	<i>To blow</i>	<i>Rope</i>	<i>Highlining</i>	<i>Base jumping</i>	<i>Cliff</i>	<i>Experience</i>	<i>Landing</i>
Pre-test	13,15	42,1	5,26	39,47	26,31	31,57	13,15	31,57	0
Post-test	31,57	44,73	34,21	60,52	34,21	34,21	31,57	34,21	31,57
Percentages' Difference Among Pre-Post Tests	18,42	2,63	28,95	21,05	7,9	7,9	18	2,64	31,57

The items as shown in percentages in Figure 10 provide the correct answer rates of the whole participants on pre-reading vocabulary activities for week 5. The results show that correct answers of post-test have high rates for all target vocabulary.

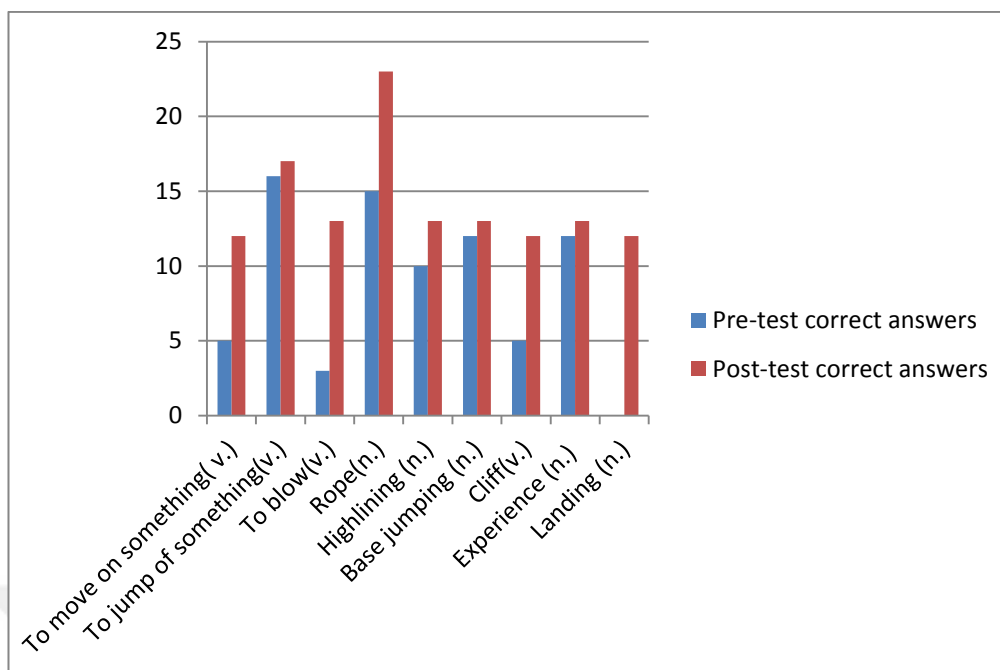


Figure 10. Comparison of pre-post vocabulary test results: Week 5

4.2. Analysis of Questionnaires

In this section, quantitative data obtained from the questionnaires that were applied to the whole participants weekly will be presented in figures and tables. The data gathered from the questionnaires' results included quantitative data collected from multiple administration of the flow questionnaire. The flow questionnaire with 6 questions, each consisting of 5 items was applied to the participants at the end of each week. Accordingly, the questionnaire results for five weeks were analysed with Microsoft Excel 2010 program. Each questionnaire result was analysed weekly and each question result was turned-into question-based percentage averages. The tables were constructed according to the questions' results in terms of multiple administrations gathered in the 5 questionnaires. The related flow elements of the questionnaire will be presented respectively according to the content of the questions in tables as three components of flow experience were assessed to ascertain students' experience of these components.

4.2.1. Sense of control. In this section, the weekly questionnaire results will be analysed by taking first and second questions of the questionnaire into consideration. The assessment of flow component, *sense of control* will be presented by calculating results given to the question 1 and 2. Table 13 demonstrates the percentages' means according to the answers value given by all students in each questionnaire for questions 1 and 2. Students were asked "when you first started out, how optimistic were you about your ability to do the task?" in first question and they chose from very optimistic 5; somewhat optimistic 4; neutral 3; not very optimistic 2; not at all optimistic 1. Second question was "How good did you feel about what you were doing, while you were doing it?" and students chose from very good 5; somewhat good 4; neutral 3; not very good 2; not at all good 1

According to Table 9; among the students, 43,24 percent of the students answered *somewhat optimistic* at most in two questionnaires: questionnaires in Week 1 and Week 2; but 2,63 percent of the students answered *not very good* to the first question in two questionnaires: in Week 3 and Week 4. While 57,89 percent of the students answered *somewhat good* at most in the questionnaire Week 4 but 2.56 percent of the students answered *not at all good* to the second question in the questionnaire in Week 2 and none of the students answered *not at all good* in the questionnaire in Week 4.

Table 9.

Questionnaire Rates for Question 1 and 2

	Question 1					Question 2				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	27,02	43,24	16,21	5,4	8,1	32,43	43,24	5,4	10,81	8,1
Questionnaire WEEK 2	43,24	43,24	10,81	0	8,1	21,62	56,75	10,81	13,51	2,56
Questionnaire WEEK 3	36,84	42,1	15,78	2,63	2,63	26,31	50	7,89	5,26	10,52
Questionnaire WEEK 4	26,31	42,1	23,68	2,63	5,26	28,94	57,89	10,52	2,63	0
Questionnaire WEEK 5	27,5	37,5	22,5	5	7,5	30	35	17,5	10	7,5

4.2.2. Merging of action and awareness (MAA). In this part, the questionnaire results will be analysed by evaluating question three and four on account of the fact that third and fourth questions in the questionnaire intended to bring explanation to the students' experience in terms of assessing students' MAA.

Table 10 illustrates the percentages' means according to the answers value given by all students in each questionnaire for questions 3 and 4. To assess whether students experienced MAA, the question "*How much do the following statements reflect your experience?*" is asked as the third question and students were requested to answer this question by taking this comment into consideration: "*During the activity, I felt I knew what to do and how to be successful at it.*" Students answered from *all the time* 5; *Very frequently* 4; *occasionally* 3; *very rarely* 2; *never* 1. Fourth question "*How much do the following statements reflect your experience?*" intended to bring clarity to the experience of MAA, and students were asked to answer this question according to this statement: "*During the activity, my mind was thinking of other things*" either. Students answered from *never* 5; *very rarely* 4; *occasionally* 3; *very frequently* 2; *all the time* 1.

According to Table 10; among the students, 35,13 percent of the students answered *very frequently* to the third question at most in the questionnaire Week 1 and Week 2 and 36,84 percent of the students answered *occasionally* at most in the questionnaire Week 4. While 44.73 percent of the students answered *very rarely* to the fourth question in the same week, 2,56 percent of the students answered *all the time* in the questionnaire Week 2.

Table 10.

Questionnaire Rates for Question 3 and 4

	Question 3					Question 4				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	18,91	35,13	32,43	5,4	8,1	43,24	37,83	10,81	5,4	2,7
Questionnaire WEEK 2	24,32	29,72	35,13	8,1	8,1	40,54	32,43	21,62	8,1	2,56
Questionnaire WEEK 3	31,57	26,31	23,68	10,52	7,89	42,1	36,84	13,15	5,26	2,63
Questionnaire WEEK 4	26,31	23,68	36,84	10,52	2,63	36,84	44,73	13,15	2,63	2,63
Questionnaire WEEK 5	15	37,5	27,5	10	10	40	30	22,5	2,5	5

4.2.3. Loss of self-consciousness. The following questions were asked to assess the experience of loss of self-consciousness of the students: *How often did you judge yourself negatively during the activity (for instance, “I’m no good at this”, etc.?)* in the fifth question and *How often did you worry about others judging you during the activity? (“others” = your partner(s), other classmates, the teacher)* in the sixth question. Students answered *never* 5; *very rarely* 4; *occasionally* 3; *very frequently* 2; *all the time* 1.

According to the table 11; among the whole participants, 42,1 percent of the students answered *very rarely* to the fifth question and 2,63 percent of the student answered *all the time* although none of the students answered it in the questionnaire Week 5. While 57,5 percent of the students answered *very rarely* to the sixth question, 2,5 percent of the students answered *very frequently*.

Table 11.

Questionnaire Rates for Question 5 and 6

	Question 5					Question 6				
	5	4	3	2	1	5	4	3	2	1
Questionnaire WEEK1	24,32	40,54	27,02	2,7	5,4	43,24	24,32	13,51	10,81	8,1
Questionnaire WEEK 2	18,91	40,54	27,02	13,51	5,4	43,24	18,91	24,32	8,1	10,81
Questionnaire WEEK 3	31,57	42,1	18,42	2,63	5,26	42,1	26,31	15,78	5,26	10,52
Questionnaire WEEK 4	31,57	34,21	23,68	7,89	2,63	52,63	18,42	13,15	7,89	7,89
Questionnaire WEEK 5	30	35	27,5	7,5	0	57,5	20	12,5	2,5	7,5

4.3. Analysis of Student Interviews

In this section, qualitative data gathered from the participant interviews will be presented by means of sample quotations. Interview questions will be held by discussing balance with skill and challenge, sense of control, a centring of attention on a stimulus field, merging of action and awareness, goal clarity and feedback, autotelic experience and passage of time in detailed in Chapter V.

The questions will be presented in the same order as they were asked during the interviews. The Turkish and English form of the interview questions can be seen in Appendix 12 and Appendix 13.

4.3.1. Question 1: Did you get stuck at any point during the activity, and how did you feel about it? The first question in the interview aimed firstly to find out whether they feel the balance between their skills and the challenge and secondly to find out how students perceived their experience by prompting their own reflections. The responses to the first question was analysed in two parts; in the first part of this question, the interviewees' answers illustrated the participants' experience during the reading activities and most of the participants responded that they got stuck at open-ended comprehension questions in post-reading activities.

For example, participant 35 (P35) said:

“I didn’t understand some of the questions so I got stuck at part C.”

Another interviewee (P30) told that:

“I only got stuck in part C because I didn’t understand the open-ended questions so I did one of the questions incorrect in this part.”

Moreover, a great majority of the interviewees stated that they had difficulty in doing picture-matching activities in pre-reading part as they did not know the meaning of the words asked in this activity.

For example, P11 told that:

“As I didn’t know the meaning of some words, I got stuck in picture matching activities applied in the pre-test at pre-reading stage.”

On the other hand, some of the interviewees thought that they did not have difficulty in doing the activities.

For instance, P2 said:

“As I knew the meaning of the words beforehand, I did not get stuck at any points. Also, I did not have difficulty in doing activities, I was able to understand questions, and open-ended comprehension questions, either.”

In addition, some of the interviewees who claimed that they had no difficulty in the activities had positive feelings about the activities.

For example, P36 stated that:

“I did not get stuck at any point during the activities because they were easy, it was enjoyable.”

Another interviewee (P28) told that:

“I didn’t get stuck at any point and the lesson passed enjoyable for me.”

In addition, P10 stated that:

“I didn’t get stuck because vocabulary study was easy. Actually, I found picture matching activities a lit bit difficult but when I learned the words, it became easier.”

These three comments above illustrate that the students who did not get stuck at any point or who had less difficulty while doing the activities they found the activities enjoyable.

Second part of the question presented valuable information about their feelings when they got stuck in. This part revealed that the participants felt worried or unhappy when they had difficulty in doing comprehension questions.

For example, P27 stated that:

“I got stuck at making sentences in part C. First, I felt that I could manage it, later when I couldn’t do it, I felt unhappy.”

In parallel line with the statements above, P31, P38 and P9 also explained that they when they had difficulty in doing any activities, they felt uncomfortable and anxious.

One interviewee (P34) stated that:

“I got stuck at some words in picture-matching activities, for example, I didn’t know the meaning of ‘seaweed’ so I didn’t feel well.”

The responses given to the interview questions show that some students who stated that they did not get stuck at any point found the activities enjoyable and they felt happy. On the other hand, a great majority of the students had difficulty in picture-matching activities applied in the pre-reading stage as they did not know the meaning of the words and this situation made them feel bad.

4.3.2. Question 2: “Did you feel anxious while you were doing the task? If yes, when? Please tell me more about it” (Chiru,2017, p.48).

In the second question of the interview, the interviewees were asked to indicate whether they felt anxious or not while doing the tasks and in which conditions they felt anxious. Actually, the second question is a continuation of the first question and the responses given to the first question shed light on the second question. When the interviewees’ answers for second question are analysed, it can be said that most of the students did not feel anxious while they were doing the tasks on behalf of knowing how to do the activities. Also, some of the interviewees expressed that they did not feel anxious.

For example, P35 said:

“I didn’t feel anxious because last week when we did pilot study, I learned how to do the activities.”

P8 pointed out that:

“I did not feel anxious. I believed that I could do and I trusted my vocabulary knowledge.”

When we analyse the responses of some interviews, it is possible to say that some of them were aware of their skills and they knew that they could do the activities. Also, they trusted themselves during the process of the study.

P17 uttered that:

“As I knew the tasks, I felt anxious a little.”

P30 commented:

“I didn’t feel anxious as I knew the activities so I was able to do them.”

In parallel line with the statements above, P3, 6, 13 also stated that the tasks were easy and they found these activities as usual and they felt relax throughout the course. P3 stated that post-reading exercises were too easy. P13 commented that he felt relax because he didn’t care about his friends making fun of him if he did wrong.

On the other hand, there were some students who were in the contrary case. According to the answers of the interviewees, it can be said that the students who stated they got stuck at some points in the first question felt anxious for some reasons. Some students explained that they felt anxious when they couldn’t do their task.

For example, Participant 12 said:

“Yes, I felt anxious when I couldn’t do the exercises. I felt as if my friends would make fun of me.”

P14 pointed out that:

“I felt anxious because I thought that I couldn’t do.”

P24 stated that:

“I felt anxious, I was a little nervous if it was wrong.”

P23 uttered that:

“I felt anxious for fear of making mistake, for fear of you may get angry with me and for fear of my friends may make fun of me.”

When the statements of P12, 14, 23 and 24 are analysed, it is possible to say that since some students get stuck at some points while doing the task, they are not able to handle the difficulties they encounter. As a result, as the participants mentioned above, they felt anxious on account of the fact that their abilities would not allow them to meet the challenge. In addition, P24 had the fear of making mistakes and P23 were afraid of being laughed by her friends.

Another interviewee, P26 commented:

“I felt anxious because of not being able to the task and I thought that my friends would make fun of me. Also, I had trouble with vocabulary exercises.”

The utterance of P26 shows that having difficulty in the activities was the result of her being lack of skill with learning vocabulary and she was aware of it.

Participant 41 stated that:

You know I am not good at English. I couldn't do most of the tasks and I was ashamed of it towards my friends and I felt anxious.

Furthermore, the utterance of P41 shows that his lack of skill in English lessons caused him ashamed of this situation.

4.3.3. Question 3: Were there any elements that made the task easier during the activity? The third question of the interview was asked to get information about how the participants did their tasks during the process and how they resolved their impasse when they got stuck. The interviewees' answers to this question revealed that pictures used in the pre-reading stage for vocabulary teaching greatly facilitated the students' learning. Also, the participants usually agreed that instructions given by the teacher enabled them how to do the activities from the beginning of the reading process to the end.

P1, 3,8,13,16,18,21,36, 39 and 41 stated that pictures that were used in the presentations of the target vocabulary made the task easier during the activities for them. On the other hand, P4 thought that although topic was interesting, nothing made the task easier for her.

For example, P8 commented:

“Visuals made the task easier for me.”

Another interviewee (P18) said:

“Visuals are beautiful, that is to say they are enjoyable.”

P1 stated that:

“Visuals motivated me and they helped me understand the meaning of the word, sometimes you gave examples and these example made my task easier, either”

P39 explained:

“When we did slide activities by using pictures during the lesson, they helped me keep the words in my mind and I did the exercises easily.”

In addition, many students (P12,13,14,17,22,23,32, 33 and 41 thought that the exercises of part A and B in the post-reading activities were easy. They explained that part A was easy because it was a kind of T/F activity and part B was easy because it was a filling the gaps activity and words were given in a list to fill the gaps. Briefly, they explained that having easy-to-answer questions motivated them and it made their tasks easier.

For example, P33 pointed out:

“Your explanation to us about how we would do the exercises and T/F exercises were helpful so I could understand the questions and answered them easily.”

Moreover, a few students stated that some words which were interesting for them or they encountered while playing computer games like *smoke signal, cell phone, range, live music* were easy to remember and made their task easier.

4.3.4. Question 4: Did you get help from anyone in the class? If yes, from whom and when? The aim of the fourth question was to prompt the students to explain in which conditions they needed help and who they got help from. On the basis of the interviewees' answers for this question, it can be said that most of them got help in part C in the post-reading activities as they had difficulty in understanding the meaning of the open-ended questions.

For instance, P37 said:

"I asked my friends P35 and P24 especially in part C. I asked them what these questions meant."

Moreover, many students (P1,2,3,4,17,19,25,34 and 38) agreed that they occasionally got help from their classmates in order to ask the meaning of the words, especially the words that were not taught in the pre-reading stage.

For example, P3 uttered that:

"Yes, I got help from P2. I asked her the meaning of the words that I did not know."

Participant 17 commented that:

"I got help from P8. I asked him the words that I did not know"

When we analyse the statements of P9,27 and 31, it is possible to say that since instructions of the activities given in English are difficult to understand for some students, the participants are able to ask these instructions their friends who are sitting nearby to make it clear.

On the contrary, P6,7,8,9,13,15, 18,20 and 39 stressed that they never got help from their classmates while doing their exercises.

P6 pointed out that:

"I did not get any help from anyone in the class, I did alone. Your explanation was enough to understand the instructions."

P 15 stated:

“I did not get any help from my friends. I did not ask them anything because when I watched the explanations of the words in the slides, it became easier. I did not do the exercises that I did not know their answers so I left them undone.”

The utterances of P6 and P15 and the fact that some of the participants did their tasks without any help show that they tried to achieve their tasks themselves. Unlike these interviewees, only P12, and 36 admitted that they got help from their friends just for part C in the post-reading activities as they did not understand the questions or they could not find the answers from the text.

4.3.5. Question 5: How was the process for you while doing the activities?

In the fifth question of the interview, the interviewees were asked to indicate the students' own feelings during the lesson process and their reflection on how they perceived their experience. With the responses given to the fifth question, it is aimed to reach the student perceptions about autotelic experience, which is one of the components of flow experience. Of the 40 students I interviewed, 17 categorially stated that they “had fun”, “had an enjoyable experience”, or found the activities “useful” or “easy”. They pointed out various characteristics of the pre-reading vocabulary studies and post-reading activities as engendering this pleasurable feeling by various sayings.

For example, P7 stated that:

“The process passed fruitful and easy. As I knew the activities or other things, they were easy for me.”

In addition, P14 commented:

“It was fun and it is good to do these kinds of activities from time to time.”

P30 pointed out:

“It passed enjoyable. Knowing the words in the exercises made it fun.”

The utterances of P3,11,19,20,21,27 and 29 and the fact that most of them expressed that they enjoyed during the lesson show that the picture matching activities that they had learned in the pre-reading stage worked on these participants. Unlike these interviewees, only P1 admitted that it was fast and bad although she said that she

enjoyed when she was learning the words in the presentations of the vocabulary with slides.

In general, most of the participants stated that they enjoyed pre-reading vocabulary studies and they agreed on these activities helped them learn new words permanently. They also admitted that they found post-reading activities part A and part B easier as they were related with words that they had learned in pre-reading stage.

An interviewee (P10) told that:

“It was good and enjoyable. Pictures, slides, picture matching activities and understanding the questions made the lesson enjoyable.”

Another interviewee (P24) stated that:

“It was enjoyable. Some parts of the activities were too easy, especially T/F questions were really easy”

On the other hand, two participants (P9 and 26) explained that the process was not fruitful and enjoyable as they had difficulty in understanding the activities and doing the questions.

P9 stated that:

“It was a long period so I was able to complete the task on time but as I had difficulty in doing the exercises, I couldn’t get efficiency and I couldn’t have fun.”

Finally, P26 uttered:

“It was not very good, it was normal but it was not boring, either. The picture matching activities that we did later were good.”

4.3.6. Question 6: How hard or amusing did you think the activity was?

The aim of the sixth question in the interview was to search students’ perception on one of the components of flow experience, “skills in balance with challenge”. The interviewees’ answers for this question revealed that the reading activity was at medium difficulty; neither too easy nor too difficult for the students and the participants usually agreed that the questions in the activities enable especially moderately hardworking students to motivate and enjoy the lesson.

P14,16,17,23,25,34 and 35 stated that these activities especially vocabulary studies in the pre-reading stage may help to develop study vocabulary habits who needs to concentrate on the topic more.

For instance, P14 uttered that:

“In fact, It was not so difficult, it was enjoyable. It affected me positively. Picture matching activities were enjoyable. For example, I remember ‘garlic’ well. These activities made me concentrate on the task.”

In addition, participant 16 pointed out:

“It was not difficult. The level of the activities was normal but it could be more difficult. Activities were enjoyable. For example, filling the gaps with words were interesting and I could do them so I had fun.”

On the other hand, some participants (P8,12, 20, 21, 28, 29 and 40) thought that although some activities were moderate or easy they occasionally had difficulty in the post-reading activities. Generally, they admitted that they could do part A and B but they could not do part C in the post-reading part. It can be said that the words they learned in the pre-reading stage vocabulary study worked in sections A and B but they were not effective in section C in the post-reading activities. The reason for the fact that these participants had difficulty in part C might be due to their inadequate English language education background.

An interviewee (P12) told that:

“Only part C was difficult and boring, the other parts of the activities were generally enjoyable.”

Moreover, P32 and 41 thought that activities were not so easy for them. It can be said that these two participants had difficulty in doing the activities might be due to their low skill of English language or lack of interest towards this lesson.

For example, participant 41 stated that:

“It was difficult for me because I don’t understand what I read. If I knew the words, it would be easier to me. I don’t know the meaning of ‘when’, neither.”

4.3.7. Question 7: Did you need to look at the clock during the activity?

The last question of the interview aimed to discuss students' perception about 'the passage of time', which is last component of flow experience. The interviewees' answers for this question indicated that picture matching pre-reading vocabulary activities are enjoyable and motivating so during the activity students did not need to look at the clock as they were busy with doing them with high concentration.

First, over half of those interviewed stressed that they did not need to look at the clock during the activity as they found the activities enjoyable and doable.

For example, participant 11 stated that:

"I did not look the clock because activities were enjoyable for me."

Another interviewee (P27) told that:

"I never got bored while doing the activities. They were enjoyable for me all the time."

In addition, P35, and P36 stated that activities were too easy so they could do the questions on time. As a result, they did not need to look at the clock during the process. P35commented:

"As the activity was easy, I never looked at the clock, I never felt anxious, either."

On the other hand, more than one third of the interviewees admitted that they needed to look at the clock for some reasons. Most of them (P6, 9, 12, 19, 23, 26, 37,38 and 40 stated that they looked at the clock to calculate how much time is left or because of the anxiety that they could not do on time.

For instance, P19 said that:

"As I had a watch on my arm, I looked at the clock automatically in order to calculate how much time I spent on that question, because I generally look at the clock for the time management. Also, I get angry with friends who get bored and look at the clock for this reason."

On the contrary, a few of the students (P17, 18, 20 and 32) stated that they get bored towards the end of the lesson, especially while doing the activities in part C so they looked at the clock at that time. Apart from these interviewees, two of the

participants responded that they looked at the clock as they were hungry towards the end of the lesson.



CHAPTER V

CONCLUSION & DISCUSSION AND RECOMMENDATIONS

Within this chapter, the findings in Chapter 4 will be discussed in the light of relevant literature review and conclusions will be drawn based on the present study. The chapter will end with pedagogical implications, suggestions for practice, and recommendations.

5.1. Conclusion and Discussion

The purpose of the present study was to investigate the effects of pre-reading vocabulary studies on flow experience of EFL learners and to identify the key factors affecting student's experiencing flow in the process of learning English. In line with these purposes, in the pre-reading stage picture matching, word presentation by giving its definition, its type, an example sentence and a related picture were applied to the participants. The variables (e.g. the teacher, books, materials, lesson's length, and previous experiences on language learning) for all the participants were the same. During the implementation process, three instruments have been used to gather data; pre-test and post-test vocabulary tests were applied for the weekly pre-reading activities which were applied through 5 weeks separately in the beginning of the reading activity; the questionnaire was applied through five weeks at the end of the lessons; and 40 interviews were held with the whole participants except for one as he has never participated in the activities regularly. The data gathered from the pre-reading activities and questionnaires turned into quantitative representation of the participants' success and presented in tables and figures; the data gathered from the semi-structured interview turned into qualitative representation of the participants' experience in order to find possible answers to the research questions of this study.

This study provides a methodological and empirical contribution to the field of foreign language education. The literature on pre-reading vocabulary studies on EFL

learning does not provide sufficient evidence for the impact of flow experience during reading activities. However, in a Turkish secondary school context, this study provided a broad investigation on how pre-reading vocabulary studies affect student flow experience and examined students' views on experiencing flow and explored the factors affecting flow experience on reading activities.

The overall results of this study showed that pre-reading vocabulary activities were effective and motivating tools in the language classrooms for students to experience flow during the lesson in a secondary school context and provide students experience flow while reading as they help students understand the reading text.

In addition, the findings of this study usually parallel with the theories about the advantages of using pre-reading vocabulary studies in EFL learners' classes. The quantitative and qualitative results supported the evidence of the relationship between pre-reading vocabulary studies and learners' flow experience. Therefore, it is highly possible to suggest that secondary school students might experience flow in L2 (English) and their flow experience might significantly be increased by providing reading comprehension in a reading text through using pre-reading vocabulary activities.

The main concern in this study was to examine the effect of pre-reading vocabulary activities of students' flow experience and the treatments were picture matching and presentation of the target vocabulary in the pre-reading stage. According to the findings in this study, we can say that vocabulary studies in the pre-reading stage develop vocabulary knowledge, help students understand what they read and motivate them; parallel with the results of previous researches about the effects of pre-reading activities on reading in L2 (Rima, 2016; Carrell & Eisterhold, 1983; Salehi & Abbaszadeh, 2017; Taglieber et al., 1988; Grabe, 1991; Grabe, 2010; Ekaningrum & Prabandari, 2015; Carrel, 1988;) and accordingly when the participants are motivated they can easily concentrate on the study and this situation creates flow experience as it is shown in many flow researches (Csikszentmihalyi, 1975; Csikszentmihalyi, 2014; Alperer, 2015; Yeşiltaş, 2019; Chiru, 2007; Şentürk, 2010; Egbert, 2003; Engesser & Rheinberg, 2008; Baumann, 2012; Jackson & Marsh, 1996; Quinn, 2005). However, the results of semi-structured interview

showed that as the research progressed, some individual differences were observed among students.

To provide a better understanding of the conclusions, the answers to the research questions of this study will be discussed in the light of the results of this study and the relevant previous studies'. The main research question of this study is:

1. How do pre-reading vocabulary studies affect students' experience of flow?
2. What are the key factors that affect students' experiencing flow in the process of learning English?

5.1.1. How do pre-reading vocabulary studies affect students' experience of flow? The answer for this question can be found out by associating the analysis of pre-test and post-test vocabulary tests results as well as the analysis of the student interviews.

The most obvious finding to emerge from the analysis of pre-post-test vocabulary tests results is that almost all the participants increased their success after the implementation of the target vocabulary in each five weeks (See Appendix 7, 8, 9, 10, 11) and the percentage difference among pre-post-test vocabulary tests results are positive for all weeks. As it is mentioned in previous chapter, most of the students stated pre-reading activities provided them understand the task and they found the activities enjoyable. Also, they stated with the help of pre-reading activities they did not get stuck during process. They caught the balance between their skill and challenge.

The pre-post-test vocabulary tests results revealed the percentages' differences between pre-test and post-test were the highest for the words *a sheet of seaweed* (63,89) and *firmly* (63,89) in Week 1. There may have been two different reasons for this highest percentage difference. First, type of the word (a sheet of seaweed) was intriguing for them so when they could not answer the meaning of the word correctly in pre-test, they were able to remember and answer it correctly in post-test. Numbers of the correct answers raised from 4 to 27). Also many students found this word

rememberable and funny as it is too long; second, the topic (In The Kitchen) was interesting for the students. Besides, the results showed that the percentages between pre-test and post-test were the lowest for the word *experience* (2,64) in Week 5. The most important reason for this lowest percentage is that many students who learned the word during the presentation were not able to remember the meaning of the word in post-test as it is an abstract word (Numbers of correct answer from 12 to 13) but only those who knew before could remember it.

It has been observed that easy-to recognize words have been learned more quickly and have become more memorable after post-test applied in pre-reading stage. For example; in reading activity three – unit 3 the word ‘cell phone’ has been marked as true with the rate of 77.77 % in pre-test and it has been marked as true with the rate of 83,33 % in post-test among 36 students. The percentage difference of ‘cell phone’ was found as 5.56 % (Table 6).

Another example can be given for the word ‘commander’ which was available in the same unit. The true answer rate for that word in pre-test was found 52.77 %, in other words 19 students among 36 answered it correctly; the correct answer rate was found 83.33% which means 30 students answered it correctly among 36 students in post-test (Table 7).

In the study some cases showed that cognates defined as “words in different languages which have descended from a common parent word” (Schmitt 1997, p. 209) can help the students (Kasztelanic,2011). As cognates can be recognized easily or automatically by the reader in a text, they might provide the reader to be successful during reading skills and reading activities. As it has been mentioned in chapter 4, some words like *cell phone*, *transatlantic* in unit 3 have the highest score 77.77 % and the word ‘*commander*’ has the second highest score 52.77 % among 36 participants in pre-test can be considered as an example for cognates.

On the contrary, the percentages’ differences between pre-test and post-test were still the lowest among some words like *base jumping*, *highlining* and *to jump of something* in week 5. (Table 12) As the words *base jumping* and *highlining* were not familiar to the students’ culture, they might have been difficult to remember for the

students. In addition *to jump of something* is a phrasal verb so learning it might have been difficult for the students (Mart, 2012) as they may confuse its meaning easily.

When the percentages of weekly pre-test and post-test of vocabulary studies are compared in terms of the participants' success, it can be observed that post-test of vocabulary study results improved positively in all weeks. This finding proves that students improved themselves through the study, which seems as the nature of learning, however, when these results are evaluated with the interview results together, it can be said that students experienced flow by virtue of the pre-reading vocabulary studies as they caught the balance between skill and challenge. Moreover, for the fifth interview question students stated that learning new words affected them positively and they found it useful. These statements show that students had autotelic experience and they are in line with the answers given to the third question in the interview.

5.1.2. What are the key factors that affect students' experiencing flow in the process of learning English? It is aimed to find out which factors affect secondary school students' flow experience in English classes so the answer for this research question can be found by the questionnaire and interview results in Chapter 4.

From eight different perspectives, we can sum up the results of the questionnaire and interviews in terms of the key factors that affect flow experience in the process of learning English

Sense of control: When the findings of the questionnaires are analysed, the overall responses regarding to flow experience was very positive. In other words, the participants mostly agreed that they were optimistic and they were feeling good while doing the activities on behalf of pre-reading vocabulary studies. This finding is consistent with the researches related with pre-reading studies such as Ekaningrum & Prabandari (2015), Vazaka (2009), Toprak and Almacioğlu (2009), Anderson (1999), Taglieber et al. (1988), Brown and Lee (2015), Armbruster and Osborn (2002), Colorado (2008), Mihara (2011), Mousavian & Siahpoosh (2018), Ibrakhimovna (2016), Asmara (2018) who proved that pre-reading studies develop comprehension

and learning a foreign language. The reason for the students' agreement on being optimistic could be related to the fact that the students were dealing with different tasks that they found interesting and as a consequence, they were motivated during the lessons. Moreover, it can be said that they have become accustomed to the tasks after a pilot study, thus they stated that they did not have any difficulty while reading the instructions. In addition, regarding to the students' answers to the interview questions, we can say that they felt less anxious after completing the pre-reading activities. Based on these statements, it can be concluded that most of the students had sense of control which is one of the elements necessary for experiencing flow during the activity. This finding shows consistency with those of Csikszentmihalyi (1975), Egbert (2003), Csikszentmihalyi (2004), Dietrich (2015), Şentürk (2010) and Yeşiltaş (2019) who investigated flow conditions in their studies deeply.

Merging of an action and awareness: Second, the analysis of the third and fourth question of the questionnaire showed that most of the students were aware of their ability and they were concentrated on their studies. Csikszentmihalyi (1990) stated that when a person was at the moments of merging of an action and awareness his activity became spontaneous and he could not think himself separate from the activity and Quinn (2005) also stated that they experience awareness simultaneously. The answers for the interview questions confirm the results gathered from the questionnaire as the participants stated that they were aware of what they were doing and they had fun during the activity.

A centering of attention on a limited stimulus field: Interview data gathered from the students' interview show that students, who are aware of their abilities and believe that they can do, can also concentrate on their studies. Also, distractions coming from the class environment do not distract them and made the tasks possible for them to enjoy. In this study, especially students with high academic success felt the condition of a centering of attention on a limited stimulus field, which is a characteristic feature of the flow experience. We can explain this situation by saying that P10 said that she did not have difficulty in doing the tasks, she thought that she could do and she enjoyed working. This finding is in parallel with the study of Csikszentmihalyi (1975;1990) and Chiru (2017). Csikszentmihalyi (1990) explains

that the task done with a full concentration and attention brings enjoyment and distractions cannot enter into the brain.

Loss of self-consciousness: Furthermore, when the findings of the 5th and 6th questions of the questionnaire analysed, it has been observed that students mostly did not judge themselves negatively as % 42.1 of the students answered *very rarely* to the fifth question while only %2.63 of the students said *all the time*. In addition, these students do not seem to care about what others think of them in the classroom which can be concluded from the answers given to the sixth question. More clearly, %57.5 of the participants answered *very rarely*; %2.5 of them answered *very frequently* which shows that only a few students worried about their classmates' judgement themselves. As Csikszentmihalyi(1975;1982;2014), Chan and Ahern (1999) stated in their studies, these findings show that people who are in loss of self-consciousness learn for themselves or for internal rewards.

Goal clarity and feedback: The interviewees who participated in the current study also stated that they resolved their impasse with the help of instructions given by the teacher and with the help of the activities done at the pre-reading stage. A participant said that she understood how to do when the teacher gave the instructions. It was also obtained from the interview that the pilot study guided them during the study. This finding reflects that goal clarification helps students where to channel their energy and attention (Chiru, 2017). Also, Quinn (2005) states goal clarity has positive impact on concentration.

Also, the interviewees said that they got help from their desk mates or classmates for different purposes. They stated that they got help especially when they were not sure about the answers of questions asked at the while reading stage or post-reading stage. They confirmed that they asked for help especially for open-ended questions which were a bit challenging for most of the students. A few participants accepted that while doing post-reading activities, they did not remember the meaning of some target words taught at the pre-reading stage so they asked their friends in order to clarify their meaning taught at the pre-reading stage. This finding shows that students were in interaction with each other and this interaction enabled them to give feedback and they found a way of understanding. This finding is in parallel line with

the results of Şentürk (2010) who stated that feedback could be beneficial and Chiru (2017) stating that feedback had a purpose which was to provide a stream of data for the student to understand and direct it to the flow channel.

Autotelic experience: The word autotelic, which is described in chapter 2 in detail, is derived from the Greek *auto* and *telos*; *auto* means *self* and *telos* means *goal*. Autotelic experience means people do an activity for their pleasure; not for a reward (Csíkszentmihályi, 1975; 1990). Of the 40 students the researcher interviewed, 17 categorically said that they found the activities enjoyable and they had fun during the study. They stated their pleasure for the activities by saying *“learning new words, learning new things affected me positively, rememberable words helped me, I thought I could do, I was not anxious about., pictures motivated me, asking some parts to my friends”*. With these comments, students identified the discovery, collaboration, enjoyment and learning.

Most studies focused on the relationship between the motivational components and experimental components (Chiru,2017), active involvement and enhancing motivation (Şentürk,2010). Current flow research focuses on the ingredient of the autotelic experience: enjoyment and learning new things. According to the interview results, most of the students reported feeling that they enjoyed the tasks, they discovered new things and they learned new words during the learning process.

A participant stated that learning new words had a positive impact on her comprehension and another participant found the activity useful as she learned new words. Actually, 17 students expressed that they had fun during the study and many of them stated that challenging tasks made them more active by pushing them a little.

On the contrary, a few students did not see the point for enjoyment and they stated that they had difficulty in doing the post-reading activities so they did not have much fun. The reason for this could be their lack of skills in learning English as the researcher were their teacher at the same time and she was teaching English to them for two years and based on the teacher’s experience, these students were not good at English and they did not know that learning English was for their own sake.

Time distortion: In reviewing the literature on flow theory, it was seen that time distortion is described as being at the moments of not thinking of time or not

worrying about what will happen or not getting bored and hours pass like minutes (Csíkszentmihályi, 1975; Csíkszentmihályi and LeFevre, 1989; Csíkszentmihályi, 1996). In parallel line, the participants of the current study mostly felt that they enjoyed the lesson and they were deeply engaged with the activities so they did not get bored and they did not need to look at the clock. The last question of the questionnaire aimed to find an answer for transformation of time. Most of the participants stated that they found the tasks easy as they learned target words in the pre-reading vocabulary activities. Also, they could ask their friends when they need help so they were busy with the activities throughout the lesson.

Balance Between skill and Challenge Versus Individual differences: Many of the interview questions contain statements that explain the balance between skill and challenge. What emerges from the participants' own words in the interview is that they found themselves intrinsically motivated. For instance, P19 stated that “I did it on my behalf”. Second, unlike many students, whose goals were focused on external rewards, some of the students viewed the task as a game and they had fun so they were far from the fear of failure and judgement of classmates. P30, for instance, appeared to be more focused as she saw the activity as a game and she stated that she found it enjoyable, she was far from the fear of failure and having optimal experience which is defined by Csíkszentmihályi as:

“a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the it.” sheer sake of doing” (Csíkszentmihályi, 1990, p.4).

Csíkszentmihályi conducted his studies with the artists, musicians, mathematicians and scientists and the analysis of optimal experience finds a middle ground that a person stays in a flow channel when there is a balance between skill and challenge during the activity (Figure: 11) which is mostly observed in this study. The comments of the interviewees also support this assumption. Many participants find the tasks suitable for their level.

The participants' flow channels in the current study parallel with the finding of Liljedahl (2017) who states that while students are engaging in an activity, their

skills improve invariably (Şentürk, 2010). In these circumstances, the challenge of the task must be increased in order to keep the students in a flow channel (Figure 12.). Also, Liljedahl explains in his observations that when the skills of students increase quickly during the activity, they may fall into the state of boredom (Liljedahl, 2017) which is seen on the participant P2 who is good at English and has high grades (see Figure 13) or when the teacher increases the challenge higher than the skills of the students, they may slip into the state of frustration as shown in Figure 14. The participants P23 and P26 thought that they felt anxious when they could not remember the meaning of some words which were taught at the pre-reading stage. Abbott (2000) Csikszentmihalyi (1975, 1988, 1990, 1997) Deci & Ryan (1985) Egbert (2003) Massimini & Carl (1988) and Wilkinson & Foster (1997) emphasized similar findings as well.

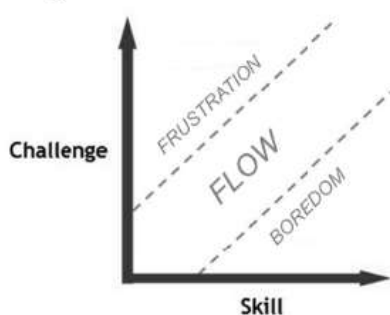


Figure 11. Balance between challenge and skill (Liljedahl, 2017)

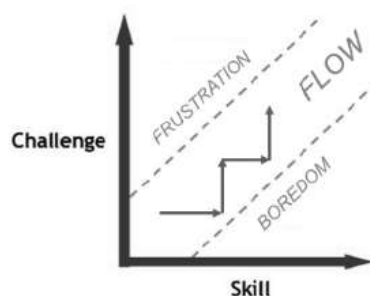


Figure 12. Balance as a dynamic process (Liljedahl, 2017)

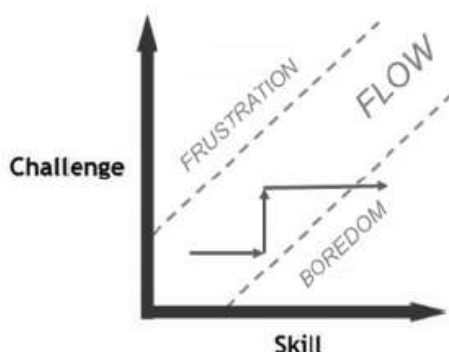


Figure 13. Too fast an increase in skill (Liljedahl, 2017)

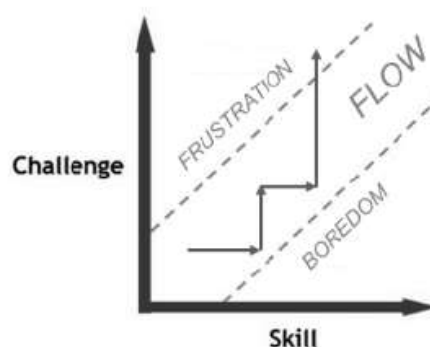


Figure 14. Too great an increase in challenge (Liljedahl, 2017)

On the other hand, some individual differences were clearly observed in this study. When the transcriptions of the interviews were analysed, it was observed that students felt flow in different intensity and they were not provoked into flow with the same experience. According to the interviewees' responds, some students found the tasks which were given at pre-reading stage enjoyable as these tasks were beyond the course book and required the participants activate their background and use their memory; some students experienced flow at the stage of vocabulary implementation as they enjoyed pictures and learned via visual aids. Some students achieved remaining in the flow channel during the whole tasks; on the contrary, some of the students felt flow only in some stages of the tasks especially in which the skill was higher than the challenge like watching vocabulary presentation and trying to reconcile the pictures with the definition of the key words. It can be said that these individual differences in experiencing flow at different intensity was acceptable as Csíkszentmihályi has remarked that "flow exists on a continuum, from extremely low to extremely high complexity" (Csíkszentmihályi, 1975, p. 141).

Moreover, it is observed that students' reactions may differ when they encounter with the same situation. While a student was trying to cope with a difficulty and tried to develop a suitable strategy, another student had negative feelings and started to feel anxiety under the same circumstances and feared that her friends would judge her. Csíkszentmihályi explains this in his words by saying "a person who is constantly worried about how others will perceive her, who is afraid of creating the wrong impression, or of doing something inappropriate, is also condemned to permanent exclusion" (Csíkszentmihályi, 1990, p.84) It should be underlined that this situation occurred not only for female students but also for male students.

5.2. Implications, Suggestions for Practice and Recommendations

In the light of the findings of this research, several pedagogical implications, suggestions, and recommendations will be made.

5.2.1 Pre-reading vocabulary studies should be used. When the overall results of this thesis are examined, the use of pre-reading vocabulary study in education should be used largely in reading activities since it is clearly seen that using pre-reading vocabulary activities increases reading comprehension and keeps students motivated so these activities provide the 8th grade students stay in flow channel at the secondary school context.

5.2.2. Pictures and word presentation are helpful for learning new words. In addition, based on the findings regarding the pre-test and post-test vocabulary rates in the previous chapter, it is possible to suggest that vocabulary studies at the pre-reading stage should be enriched with pictures related with the target words and word presentations should be used. Several factors could explain this suggestion. Firstly, when the interviews held, students reported that they remembered more words with the help of pictures used in the presentation in. Next, it is clear that each student has a different intelligence type, so using pictures, giving type of a word and using the word in an example sentence make the learning permanent and support vocabulary learning. Moreover, the findings of the interview indicated that while doing pre-reading vocabulary studies, students focused their attention on word presentations which were different from the activities in the course book and it increased their interest and students were taken into flow channel.

5.2.3. Flow is experienced in different intensity. Moreover, as we mentioned before, flow is experienced in different degrees and students' willingness towards the activities vary. It should be kept in my mind that as students have different traits and background knowledge that comes from their social environment, their experiencing flow in different intensity is not surprising (Chiru,2017). While some students enjoyed more challenging activities, some of the students enjoyed effortless tasks. Thus, it is possible to suggest that, when students feel boredom during the reading activity, teachers can benefit from pre-reading vocabulary activities, which brings variety to the lesson and makes the text easy to comprehend.

Also, the teacher can create an atmosphere where the students feel relaxed and believe that they will not be judged by their classmates or the teacher.

5.2.4. Collaboration encourages flow. Based on the results of the present thesis, it can be suggested that teachers should let students collaborate with each other and should provide students see English as a way of communication, rather than a lesson that must be memorized, so when the students have a dynamic interaction in a language class it can promote their affective engagement (Chiru, 2017) and it may prevent anxiety. As it is mentioned in chapter 2, when the anxiety disappears, students can enter to the flow channel (Csikszentmihalyi, 1990).

The current study aimed to investigate the effects of pre-reading vocabulary studies on experiencing flow in EFL learners. However, this study also has several limitations and recommendations can be beneficial for future studies. Since the current study tried to explore the effects of pre-reading vocabulary studies on experiencing flow in EFL learners at a secondary school with 8th grades, it would be beneficial to widen the scope of this study to try to investigate on other skills or fields of language learning. Furthermore, flow theory has been investigated for many years, as it is mentioned before, and flow researchers have done their studies mainly in the field of psychology. Nevertheless, there have been few studies on experiencing flow in English classes or in educational field in Turkey so researches should be enlarged in educational field and more investigations should be conducted in EFL.

Türkçe Genişletilmiş Özet

Giriş

Akış teorisi Csikszentmihalyi tarafından 1975 yılında psikoloji alanında ele alınmıştır. Bu konuda akış deneyimi çalışmaları, insanların günlük hayatta yaptıkları aktivitelerin ele alınmasıyla gerçekleştirilmiştir (Csikszentmihalyi, 1975; Csikszentmihalyi & LeFevre, 1989; Mcquilian & Conde, 1996). İnsanların yaptıkları aktiviteler sırasında akış deneyimleme durumlarını ölçebilme için çeşitli ölçekler geliştirildi ve çalışmalarda öncelikle çeşitli branşlardaki sporculara, bestecilere ve sanatçılara yer verildi. Eğitim alanındaki akış teorisi çalışmaları psikoloji alanında yapılan çalışmalardan yaklaşık 20 yıl sonra ortaya çıkmıştır. Bu çalışmalarda temel olarak eğitim ortamlarında akış deneyiminin varlığı; bu varlığın akış koşulları ve öğrencilerin duygusal durumları ile ilişkisi araştırılmıştır (Jackson & Marsh, 1996; Schmidt, et al. Abbot, 2000; Egbert, 2003). Yabancı dil sınıflarında akış deneyimi çeşitli konularda ele alınmıştır ve bu süreçte akış araştırmacıları yabancı dil derslerinde de dil edinimi ile öğrenimi ve akış deneyimi arasındaki benzerlikleri ve farklılıkları araştırmışlardır. Bu çalışmalar, güven ve kaygının, odaklanmanın ve isteklendirme nin yani motivasyonun ders esnasında akış deneyimine etkisinin araştırılması ile devam etmiştir.

Problem Durumu

Yabancı dil sınıflarında akış deneyimi çalışmaları dil derslerinde dil edinimi ile dil öğrenimi ve akış deneyimi arasındaki benzerliklerini, güven ve kaygının, motivasyonun, odaklanmanın araştırılması üzerinde gerçekleşmiştir. Türkiye’de ise akış deneyimi konusunda çok fazla çalışma bulunmamakta; yapılan çalışmalar İngilizce derslerinde konuşma aktivitelerinin ve derslerde seçim yapmanın akış deneyimi üzerindeki etkisini araştırmıştır.

Türkiye’de okullarda İngilizcenin yabancı dil olarak okutulması ilkökul 2.sınıfta haftada 2 ders olarak gerçekleşmektedir. 5.sınıfa gelindiğinde öğrenci ortaokul kategorisinde yer alır ve İngilizce dersi bir saat arttırılarak 3 saate, 7.ve 8.sınıfta 4 saate yükseltilir. Bununla birlikte Türkiye’de ana dil Türkçe olduğundan öğrenciler İngilizce ’ye sadece derslerde maruz kalabilmektedir ve bu da öğrenilenlerin günlük

hayatta kullanılmasını engellemektedir. Bu nedenle, öğrenciler öğrendikleri İngilizce kelimeleri hatırlamakta zorlanmakta ve okuma etkinliklerinde anlamlarını unuttukları veya henüz bilmedikleri kelimelerle karşılaşmakta metni anlamakta zorlanmaktadır. Ur'a göre (2012) öğrencilerin okuduğunu anlayabilmesi için metindeki kelimelerin yaklaşık %95-98 ini, Colorado'ya (2008) göre yaklaşık % 90-95 ini bilmeleri gerekmektedir. Bu sebeple, yabancı dil olarak İngilizce okutulan sınıflarda ön kelime çalışmalarının okuduğunu anlamayı kolaylaştırdığı kanıtlanmış olup araştırmacılar okuma derslerinde okuma öncesi kelime çalışmalarına yer verilmesinin önemini vurgulamaktadırlar (Mousavian & Siahpoosh, 2018; Armbruster & Osborn, 2002). Yapılan bazı çalışmalar İngilizce derslerinde öğrencilerin akış deneyimlediklerini ortaya koymakta fakat bu derslerde uygulanmasının önemli olduğu belirtilen okuma öncesi kelime çalışmalarının, öğrencilerin ders esnasında akış deneyimlemelerine etkisinin olup olmadığı bilinmemektedir.

Araştırmanın Amacı

Bu çalışma, bir ortaokul bağlamında, okuma öncesi kelime çalışmalarının öğrencilerin İngilizce derslerinde akış deneyimini yaşamalarına etkilerini araştırmayı ve İngilizce derslerinde akış deneyimi yaşamalarını etkileyen temel unsurları incelemeyi amaçlamaktadır.

Alt Problemler

Bahsedilen amaçları gerçekleştirmek amacıyla, bu çalışmanın araştırma problemleri aşağıda belirtilmiştir:

- 1.Okuma öncesi kelime çalışmaları öğrencilerin akış deneyimi yaşamasını nasıl etkilemektedir?
- 2.Öğrencilerin ders esnasında akış deneyimi yaşamalarını etkileyen faktörler nelerdir?

Araştırmanın Önemi

Bugüne kadar yapılan araştırmaların çoğu psikoloji alanında yürütülmüş, eğitim alanına yönelimle birlikte matematik, bilgisayar ve yabancı dil sınıflarında da

araştırmalar yapılmıştır fakat alan yazında İngilizce derslerinin 4 temel becerisinden biri olan okuma becerisine çok az yer verilmiştir. Bununla birlikte, İngilizce'nin günümüzde küresel bir dil olduğu bilinmekte olup dünya genelinde olduğu gibi Türkiye'de de İngilizce öğrenimine ve öğretimine önem artmıştır. Ancak, İngilizce derslerinde en sık karşılaşılan sorunlardan biri haline gelen okuduğunu anlama öğrencilerin derse olan başarısını, ilgisini odaklanmasını düşürmektedir. Kelime çalışmalarının çok önemli olduğunun bilinmesiyle birlikte Türkiye'de okuma öncesi kelime çalışmalarının başarıya ve motivasyona etkisi üzerinde çeşitli çalışmalar yürütülmüştür. Ancak Türkiye'deki okullarda İngilizce derslerinde yaşanan akış deneyimi bağlamında çok az sayıda araştırma vardır. Bu araştırma ile okuma öncesi kelime çalışmalarının İngilizce derslerinde akış deneyimi yaşanmasına etkilerini ele alacaktır. Bu çalışmanın bir diğer önemi, öğrencilerin İngilizce'de derslerinde akış deneyimi yaşamalarını etkileyen temel unsurların incelenecek olmasıdır. Ayrıca, önceki çalışmalardan farklı olarak, bu çalışmada karma araştırma deseninin kullanılmış olması literatürdeki bir boşluğu doldurmada önemli bir yer teşkil edecektir.

Yöntem

Araştırmanın Yöntemi

Bu çalışma, nitel ve nicel veri toplama araçlarını içeren karma araştırma deseninden yararlanılarak gerçekleştirilmiştir. Araştırma deseninde, eş zamanlı model (Creswell, 2014) kullanılarak nicel verilerle nitel veriler aynı anda toplanmış ve aynı anda analiz edilmiştir

Çalışma Grubu

Bu çalışma bir durum çalışması olup, katılımcıları 2018-2019 eğitim-öğretim yılında Burdur Kozluca Ortaokulu 8.sınıfta okuyan 41 öğrenciden oluşmaktadır. Katılımcılar 21 erkek ve 20 kız öğrenciden oluşurken, katılımcıların yaş aralığı 12-14'tür.

Veri Toplama Araçları

Çalışma 2018-2019 eğitim-öğretim yılı birinci döneminde 5 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında tüm öğrencilere deneme çalışması

uygulanmıştır. Daha sonra haftalık çalışmalar gerçekleştirilmiş olup haftaların her biri 7 basamaktan oluşan çalışma sürecini kapsamaktadır. Çalışmanın 1. haftasında Milli Eğitim Bakanlığı tarafından gönderilen 8.sınıf İngilizce kitabının müfredata uygun olarak 3.ünitesinin okuma parçası ele alınmıştır. Metni okumadan önce, metin içerisinden 9 hedef kelime aynı zamanda öğrencilerin ders öğretmenini olan araştırmacı tarafından kelime – resim eşlemesi alıştırmaları şeklinde hazırlanarak tüm öğrencilere ön-test olarak uygulanmıştır. Alıştırmada 9 eşleme sorusu bulunmaktadır ve öğrenciler eşleme çalışmasını yaparken soru kâğıdı akıllı tahtadan yansıtılmış, öğrencilerin resimleri daha net görmesi desteklenmiştir. Ardından, bu seçilen hedef kelimeler slayt olarak öğrencilere sınıf ortamında anlatılmıştır. Her bir slaytın bir kelimeyi anlattığı 9 sayfalık sunum çalışmasında kelimenin İngilizce kısa ve kolay anlaşılır tanımı, kelimenin türü, görsel ve örnek cümle verilmiştir. Kelime çalışmasının tamamlanmasından sonra öğrencilerden metni sessizce okumaları ve okuma sırasındaki alıştırmaları, okuma sonrası alıştırmaları yapmaları istenmiştir. Metin okuması tamamlandıktan sonra bu alıştırmalar hep beraber cevaplandırılmış, üzerinde tartışılmıştır. Okuma etkinliği bu şekilde sonlandırılmıştır. Daha sonra, öğrencilere 5 şık içeren 6 soruluk kısa bir akış anketi uygulanmış, soruları samimi cevaplamaları istenmiştir. Son olarak, okuma öncesi verilen kelime çalışması bu kez okuma sonrası son-test olarak uygulanmıştır. Ders bitiminde sınıf listesinden sırayla seçilen 8 öğrenci ile görüşme yapılmıştır. Mobil ses kayıt altına alınan bu görüşmede öğrencilere 7 adet soru sorulmuştur. Diğer 4 haftada aynı işlem yürütülerek çeşitli türlerdeki okuma parçaları ile çalışma tamamlanmıştır.

Okuma öncesi kelime çalışmalarının öğrencilerin akış yaşamasına etkileri, iki şekilde belirlenmiştir. Bunlardan biri, tüm öğrencilere uygulanan ön test ve son test sonuçlarının nicel analiz yöntemiyle analiz edilmesi, diğeri görüşme sorularının nitel analiz yöntemi ile analiz edilmesidir. Nicel verilerin analizinde Microsoft Excel 2010 uygulaması kullanılmıştır. Öğrencilerin derste akış deneyimini etkileyen faktörlerin belirlenmesi için anket soruları nicel analiz yöntemi ile analiz edilmiş, görüşme sorularından nitel analiz yöntemi ile elde edilen bu faktörlerin belirlenmesinde kullanılmıştır.

Bulgular

Araştırmanın sonucunda son test cevaplarında tüm kelimelere doğru cevap verme oranının yüksek olduğu görülmüştür ve bu oran 5 haftalık çalışmada da benzer sonucu ortaya koymuştur (Ek 7, 8, 9, 10, 11). Bununla birlikte bazı kelimeleri doğru cevaplama oranı yüksek iken bazı kelimelerde bu oran çok az yükselmiştir. Öğrencilerin akış anketine verdikleri cevaplar, onların etkinlikleri yapabilecekleri konusunda çoğunlukla olumlu görüşte olduklarını, etkinlik sırasında ne yapacaklarını, nasıl başarılı olacaklarını bildiklerini, çalışma sırasında kendilerini yargılamadıklarını ortaya koymuştur. Görüşme sorularından elde edilen bulgular, öğrencilerin derste zorlanmadıklarını, keyif aldıklarını ortaya koymuştur. Bununla birlikte bireysel farklılıklar dikkat çekicidir

Sonuç, Tartışma ve Öneriler

Bu çalışmanın genel sonuçları, okuma öncesi kelime etkinliklerin, öğrencilerin ortaokul bağlamında ders sırasında akış deneyimlemesine ve öğrencilerin okuma metnini anlamalarına yardımcı olurken öğrencilerin okuma sırasında akış deneyimi sağlaması için İngilizce derslerinde etkili ve motive edici araçlar olduğunu göstermiştir. Ek olarak, bu çalışmanın bulguları, genellikle İngilizce öğrenenlerin sınıflarında okuma öncesi kelime çalışmaları kullanmanın faydaları hakkında yürütülen çalışmalarla paraleldir. Nicel ve nitel sonuçlar, okuma öncesi kelime çalışmaları ile öğrencilerin akış deneyimleri arasındaki olumlu ilişkiyi kanıtlamaktadır. Bu nedenle, ortaokul öğrencilerinin derslerde akış deneyimleyebilecekleri ve okuma öncesi kelime aktiviteleri kullanılarak bir okuma metninde okuduğunu anlama sağlanarak akış deneyimlerinin önemli ölçüde artırılabilceği önerilebilir. Bu araştırmadaki bulgulara göre okuma öncesi kelime çalışmalarının kelime bilgisini geliştirdiği, öğrencilerin okuduklarını anlamalarına yardımcı olduğu ve onları motive ettiği söylenebilir. Bu bulgu, alan yazındaki okuma öncesi kelime çalışmaları ile ilgili yapılan araştırmaların (Rima, 2016; Carrell & Eisterhold, 1983; Colorado, 2008; Salehi & Abbaszadeh, 2017; Taglieber et al., 1988; Grabe, 1991; Armbruster & Osborn, 2002; Grabe, 2010; Mihara, 2011; Ekaningrum & Prabandari, 2015; Carrel, 1988) sonuçlarını destekler niteliktedir. Ayrıca elde edilen bulgular, akış deneyimi ile ilgili yapılan çalışmalar Csikszentmihalyi, 1975;

Csikzetnhmihalyi, 2014; Alperer, 2015; Yeşiltaş, 2019; Chiru, 2007; Şentürk, 2010; Egbert, 2003; Engesser & Rheinberg, 2008; Baumann, 2012; Jackson & Marsh, 1996; Quinn, 2005) ile benzerlik göstermektedir. Çalışma süresince öğrenme devam ettiğinden öğrenciler kendilerini geliştirmişti, bununla birlikte araştırma sonuçları bu öğrenmeyle birlikte değerlendirildiğinde öğrencilerin okuma öncesi kelime çalışmaları sayesinde akış yaşadıklarını ortaya koymuştur. Bu ifade görüşme sorularından 3.soruya verilen cevaplarla uyumludur. Ayrıca, araştırmanın sonuçları öğrencilerin işbirliği içinde olmalarının akış yaşamalarına katkı sağladığını ortaya koymuştur. Öğrencilerin derslerde dinamik bir etkileşimi vardır (Chiru, 2017) ve bu onların katılımlarını geliştirebilir Öğretmenlerin ders esnasında bu işbirliğini desteklemeleri, İngilizce'yi öğrenilecek bir ders olarak değil, bir iletişim yolu olarak görmelerini sağlamaları önerilebilir. Ancak yarı yapılandırılmış görüşmeden elde edilen sonuçlar, araştırma ilerledikçe öğrenciler arasında bazı bireysel farklılıkların olduğunu göstermiştir.

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APPENDICES

APPENDIX-2

Consent form (Bilgilendirilmiş Gönüllü Olur formu)

Bu katıldığınız çalışma bilimsel bir araştırma olup araştırmanın adı ‘Okuma Öncesi Kelime Çalışmalarının, İngilizce Dersi Öğrencilerin Akış Deneyimi Yaşamalarına Etkileri’ dir. Bu çalışma Burdur Kozluca Ortaokulu 8.sınıfta okumakta olan öğrencileri İngilizce derslerinde akış deneyimi yaşamalarını etkileyen faktörleri bulmak ve okuma öncesi kelime çalışmalarının öğrencilerin akış deneyimlemeleri üzerindeki etkisini araştırmayı amaçlamaktadır. Bu çalışma nitel araştırma yöntemi ile yapılacak olup çalışmada yeni kelime öğretimi ile ilgili olarak kelime resim eşleme, çeviri, tahmin etme, boşluk doldurma, kelime öbekleri eşleme, anımsatıcı hikayeleştirme çalışmaları gerçekleştirilecektir. Bu araştırmada yer almanız öngörülen süre 12 hafta olup araştırmada yer alacak gönüllülerin tahmini sayısı 43’tür.

Bu araştırma ile ilgili olarak sizden öncelikle deney ve kontrol gruplarının belirlenmesi için bir test uygulanacak, ardından isteğiniz doğrultusunda anket doldurmanız istenecektir. Çalışma sonucunda ise araştırmacı tarafından size konuyla alakalı birtakım soruların yönlendirileceği bir görüşme yapılacak ve verdiğiniz cevaplar araştırma doğrultusunda değerlendirilecektir.

Bu araştırmada yer almanız nedeniyle size hiçbir ödeme yapılmayacak olup bu araştırma Milli Eğitim Bakanlığı tarafından desteklenmektedir.

Bu araştırmada sizin için herhangi bir risk veya rahatsızlıklar yer almamaktadır. Bu araştırmada yer almanız tamamen isteğinize bağlıdır ve istediğiniz zaman araştırmadan herhangi bir ceza veya yaptırıma maruz kalmaksızın, hiçbir hakkınızı kaybetmeksizin çekilebilir ya da araştırmaya katılmayı reddedebilirsiniz. Araştırmacı bilginiz dahilinde ya da isteğiniz dışında görüşmeye veya teste katılmamanız durumunda sizi araştırmadan çıkarabilir. Araştırmanın sonuçları bilimsel amaçla kullanılacaktır; çalışmadan çekilmeniz ya da araştırmacı tarafından çıkarılmanız durumunda, sizinle ilgili elde edilmiş veriler gerekirse bilimsel amaçla kullanılabilir.

Araştırma süresince kimliğinizi ortaya çıkaracak kayıtlar gizli tutulacak, kamuoyuna yansıtılmayacak; araştırma sonuçlarının yayımlanması halinde dahi kimliğiniz gizli tutulacaktır.

Araştırma sırasında sizi ilgilendirebilecek herhangi bir gelişme olduğunda, bu durum size veya yasal temsilcinize derhal bildirilecektir. Araştırma hakkında ek bilgiler almak için yada çalışma ile ilgili herhangi bir sorun, istenmeyen etki yada diğer rahatsızlıklarınız için 0506 542 97 67 numaralı telefonda Yüksek Lisans Öğrencisi Feray ÖZKILINÇ’a başvurabilirsiniz.

Çalışmaya Katılma Onayı:

Yukarıda yer alan Bilgilendirilmiş Gönüllü Olur Formu’ndaki tüm açıklamaları okudum ve araştırmacı tarafından sözlü olarak dinledim. Aklımdaki tüm soruları araştırmacıya sordum ve sözlü- yazılı yapılan açıklamaları tüm ayrıntılarıyla anlamış bulunmaktayım. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabilceğimi biliyorum. Söz konusu araştırmaya, hiçbir baskı ve zorlama olmaksızın kendi isteğim doğrultusunda katılmayı kabul ediyorum.

Gönüllünün;	
Adı Soyadı:	
E-mail adresi:	
Telefon Numarası:	
Tarih ve İmza:	

Araştırmacının;	
Adı Soyadı:	Feray ÖZKILINÇ
Görevi	Yüksek Lisans Öğrencisi
E-mail Adresi:	
Telefon Numarası:	
Tarih ve İmza:	

Olur alma işlemine başından sonuna kadar tanıklık eden kuruluş görevlisinin/görüşme tanığının,	
Adı Soyadı:	Mustafa ŞEVİK
Görevi:	Doçent Doktor
E-mail Adresi:	
Telefon Numarası:	
Tarih ve İmza:	

Gönüllülerden elde edilen verilerimin ileride yapılması planlanan tüm araştırmalarda kullanılmasına izin veriyorum.

APPENDIX-3

Reading 1- Pre-test for pre-reading vocabulary activity

Reading 1. Unit 3. How to Make Sushi (page :41)

Match the words with correct pictures.

- | | | |
|--------------------------------|-------------------|---------------------------|
| 1. Remove (v) _____ | 4. Wrap (n) _____ | 7. Lengthwise (adv) _____ |
| 2. Mat (n) _____ | 5. Roll (v) _____ | 8. Firmly (adv) _____ |
| 3. A Sheet of seaweed(n) _____ | 6. Cover(v) _____ | 9. Sprinkle(v) _____ |

A)



B)



C)



D)



E)



F)



G)



H)



I)



APPENDIX-4

Permission Taken From MoNE



T.C.
BURDUR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 39958266-605.01-E.18915913
Konu : Araştırma İzni (Ferah ÖZKILINÇ)

03.10.2019

KOZLUCA ORTAOKULU MÜDÜRLÜĞÜNE

İlgi : a) 24/09/2019 tarihli ve 10069 sayılı yazı
b) 01/10/2019 tarihli ve 18684109 sayılı Valilik Oluru.

Burdur Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Ferah ÖZKILINÇ'ın Doç. Dr. Mustafa ŞEVİK danışmanlığında yürüttüğü "Okuma Öncesi Kelime Çalışmalarının, İngilizce Dersi Öğrencilerinin Akış Deneyimi Yaşamalarına Etkileri" konulu çalışması kapsamında Burdur Kozluca Ortaokulu 8. sınıf öğrencilerine uygulama yapmak isteği ile ilgili ilgi (a) yazıya istinaden Valilik Makamının ilgi (b) izin olur örneği ilişikte gönderilmiştir.

Uygulamanın, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 sayılı Genelgesi doğrultusunda, eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması hususunda;

Gereğini rica ederim.

Süleyman ÇAKICI
Müdür a.
İl Millî Eğitim Müdür Yardımcısı

EK: Olur (1 Sayfa)

Burdur Valiliği İl Millî Eğitim Müdürlüğü
Şekerciler Mh.Topraklık Cad.No:6
15100 BURDUR

Ayrıntılı bilgi: N.BOZDEMİR VHKİ
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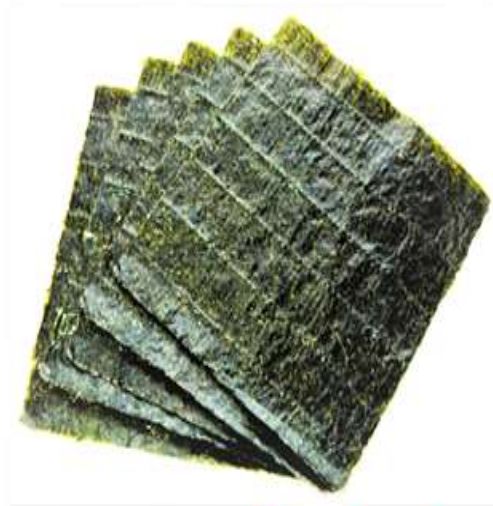


APPENDIX-5

Sample Word Presentation

1.A Sheet of seaweed(n)

a flat thin piece of a plant that grows
in the sea or ocean



Can I get a sheet of seaweed
please?

2.Wrap (n)

a plastic or paper material used for covering
something



Give me this plastic **wrap** please.

APPENDIX-6

Post-Reading Activities Applied in (Week 1)

Unit3- Reading1 Exercises (How To Make Sushi)

A. Read the Statements and Mark True or False.

1. Sushi is a traditional meal for Japanese. T / F
2. You can eat sushi only in Japan. T / F
3. You can serve sushi with a drink like tea. T / F

B. Fill in The Blanks With Suitable Words. "dish, sprinkle, wrap"

1. Can you some salt over the salad?
2. I will plastic cover around the present?
3. Burdur Şiş is a traditional in Burdur.

C. Answer the Questions According to The Text.

1. Which ingredients are necessary for sushi?

.....

2. What is the next step after putting sushi rice on the dried seaweed?

.....

3. What must you do before pressing plastic wrap firmly with your hands?

.....

APPENDIX-7

Rates of Vocabulary Study for Reading 1 (Week 1)

		Reading 1										
			Pre-Reading					Post-Reading				Percentages' Diferences
			Number:36					Number:36				
	Target Vocabulary	Unit	Correct	%	Wrong	%	Correct	%	Wrong	%	Correct Answers	
1	Remove (v.)	3	2	5,55	34	94,44	16	44,44	20	55,5	38%	
2	Mat (n.)	3	4	11,11	32	88,88	23	63,88	13	36,11	52,77%	
3	A Sheet of seaweed(n.)	3	4	11,11	33	91,66	27	75	9	25	% 63.89	
4	Wrap (n.)	3	0	0	36	100	18	50	18	50	50%	
5	Roll (v.)	3	1	2,77	35	97.22	24	66,66	12	33,33	% 63.89	
6	Cover(v.)	3	5	13,88	32	88,88	21	58,33	15	41,66	% 44.45	
7	Lengthwise (adv.)	3	0	0	36	100	21	58,33	15	41,66	% 58.33	
8	Firmly (adv.)	3	3	8,33	33	91,66	26	72,22	10	27,77	% 63.89	
9	Sprinkle(v.)	3	6	16,66	30	83,33	27	75	9	25	% 58.33	

APPENDIX-8

Rates of Vocabulary Study for Reading 2 (Week 2)

			Reading 2								Percentages' Diferences
			Pre-Reading				Post-Reading				
			Number:38				Number:38				
	Target Vocabulary	Unit	Correct	%	Wrong	%	Correct	%	Wrong	%	Correct Answers
1	Beef broth (n.)	3	27	71,05	11	28,94	30	78,94	8	21,05	7.89 %
2	Toss (v.)	3	13	34,21	25	65,78	25	65,78	13	34,21	31.57%
3	Ginger(n.)	3	17	44,73	21	55,26	31	81,57	7	18,42	36.84%
4	Garlic(n.)	3	10	26,31	28	73,68	31	81,57	7	18,42	55.26%
5	Tender (adj.)	3	4	10,52	34	89,47	21	55,26	17	44,73	44.74%
6	Beef (n.)	3	16	42,1	22	57,89	26	68,42	12	31,57	26.32 %
7	Pan (n.)	3	19	50	19	50	32	84,21	6	15,78	34.21 %
8	Cornstarch(n.)	3	12	31,57	26	68,42	29	76,31	9	23,68	44.74 %
9	Combine (v.)	3	13	34,21	25	65,78	26	68,42	12	31,57	34.21 %

APPENDIX-9

Rates of Vocabulary Study for Reading 3 (Week 3)

Reading 3- History of Communication

		Reading: Mastery of Communication										
				Pre-Reading				Post-Reading				Percentages' Diferences
				Number:36				Number:36				
	TargetVocabulary	Unit	Correct	%	Wrong	%	Correct	%	Wrong	%	CorrectAnswers	
1	Smokesignal(n.)	4	7	19,44	29	80,55	25	69,44	11	30,55	50%	
2	Warn (v.)	4	7	19,44	29	80,55	23	63,88	13	36,11	44,44%	
3	Commander(n.)	4	19	52,77	17	47,22	30	83,33	6	16,66	30.56 %	
4	Distant(adj.)	4	10	27,77	26	72,22	14	38,88	22	61,11	11,11%	
5	Invent(v.)	4	8	22,22	28	77,77	23	63,88	13	36,11	41,66%	
6	Range (v.)	4	3	8,33	33	91,66	21	58,33	15	41,66	50%	
7	Transatlantic (adj.)	4	28	77,77	8	22,22	30	83,33	6	16,66	5.56 %	
8	Transmission (n.)	4	4	11,11	32	88,88	22	61,11	14	38,88	50%	
9	Cell phone(n.)	4	28	77,77	8	22,22	30	83,33	6	16,66	5.56 %	

APPENDIX-10

Rates of Vocabulary Study for Reading 4 (Week 4)

			Pre-Reading				Post-Reading				Percentages' Diferences
			Number:38				Number: 38				
	TargetVocabulary	Unit	Correct	%	Wrong	%	Correct	%	Wrong	%	CorrectAnswers
1	Facetoface(adv.)	5	7	18,4	31	81,57	28	73,68	10	26,31	55,26%
2	Properly (adv.)	5	3	7,89	35	92,1	13	34,21	25	65,78	26,32%
3	Broken(adj.)	5	3	7,89	35	92,1	15	39,47	23	60,52	47,36%
4	Live music (n.)	5	34	89,5	4	10,52	34	89,47	4	10,52	0%
5	Takeplace (v.)	5	4	10,5	34	89,47	11	28,94	27	71,05	18,42%
6	Probably (adv.)	5	13	34,2	25	65,78	19	50	19	50	15,79%
7	Graduationceremony (n.)	5	19	50	19	50	26	68,42	12	31,57	18,42
8	Treat (n.)	5	10	26,3	28	73,68	22	57,89	16	42,1	31,58
9	Get a diploma (v.)	5	23	60,5	25	65,78	30	78,94	8	21,05	18,42

APPENDIX-11

Rates of Vocabulary Study for Reading 5 (Week 5)

Reading 6- Adrenalin Seekers)

			Pre-Reading				Post-Reading				Percentages' Diferences
			Number:38				Number: 38				
	TargetVocabulary	Unit	Correct	%	Wrong	%	Correct	%	Wrong	%	CorrectAnswers
1	To move on something(v.)	6	5	13,15	33	86,84	12	31,57	26	68,4	18,42%
2	Tojump of something(v.)	6	16	42,1	22	57,89	17	44,73	21	55,3	2,63%
3	Toblow(v.)	6	3	5,26	35	92,1	13	34,21	25	65,8	28,95%
4	Rope(n.)	6	15	39,47	20	52,63	23	60,52	15	39,5	21,05%
5	Highlining (n.)	6	10	26,31	28	73,68	13	34,21	25	65,8	7,90%
6	Base jumping (n.)	6	12	31,57	26	68,42	13	34,21	25	65,8	7,90%
7	Cliff(v.)	6	5	13,15	33	86,84	12	31,57	26	68,4	18%
8	Experience (n.)	6	12	31,57	26	68,42	13	34,21	25	65,8	2,64%
9	Landing (n.)	6	0	0	38	100	12	31,57	26	68,4	31,57

APPENDIX-12

Flow Questionnaire (English) (Original Form)

(Adapted for ease of comprehension from Quinn,2005, and Engesser&Rheinberg,2008 by Chiru, 2017)

a. When you first started out, how optimistic were you about your ability to do the task?				
very optimistic	somewhat optimistic	neutral	not very optimistic	not at all optimistic
b. How good did you feel about what you were doing, while you were doing it?				
very good	somewhat good	neutral	not very good	not at all good
c. How much do the following statements reflect your experience?				
<i>“During the activity, I felt I knew what to do and how to be successful at it.”</i>				
all the time	Very frequently	occasionally	very rarely	never
d. How much do the following statements reflect your experience?				
<i>“During the activity, my mind was thinking of other things”</i>				
never	very rarely	occasionally	very frequently	all the time
e. How often did you judge yourself negatively during the activity (for instance, “I’m no good at this”, etc.?)				
never	very rarely	occasionally	very frequently	all the time
f. How often did you worry about others judging you during the activity?				
(“others” = your partner(s), other classmates, the teacher)				
never	very rarely	occasionally	very frequently	all the time

APPENDIX-13

Flow Questionnaire (Turkish Translated Form)

1. Çalışmaya ilk başladığında, bu aktiviteyi yapabileceğin konusunda ne kadar iyimserdiniz?

- A) Çok iyimserdim B) Biraz iyimserdim C) Kararsızım D) Çok iyimser değildim
E) Hiç iyimser değildim

2. Aktiviteyi yaparken/ sürdürürken ne yaptığınız konusunda ne kadar iyi hissettiniz?

- A)Çok iyi B) Biraz iyi C)Kararsızım D)Çok iyi değil E) Hiç iyi değil

3.Aşağıdaki ifade deneyiminizi ne kadar yansıtıyor?

“Aktivite sırasında, aktiviteyle ilgili ne yapacağımı ve nasıl başarılı olacağımı bildiğimi hissettim.”

- A)Her zaman B) Sık sık C) Bazen D) Nadiren E) Asla

4. Aşağıdaki ifade deneyiminizi ne kadar yansıtıyor?

“Aktivite sırasında başka şeyler düşünüyordum veya zihnimde başka şeyler vardı.”

- A)Asla B) Nadiren C) Bazen D) Sık sık E) Her zaman

5. Aktivite sırasında kendini olumsuz olarak ne sıklıkla/ ne kadar yargıladın?(Örneğin ben bu çalışmada iyi değilim şeklinde)

- A) Asla B) Nadiren C) Bazen D) Sık sık E) Her zaman

6. Aktivite sırasında diğerlerinin seni yargıladığı konusunda ne sıklıkla endişelendiniz?
(Diğerleri: sıra arkadaşınız, sınıf arkadaşlarınız, öğretmeniniz)

- A) Asla B) Nadiren C) Bazen D) Sık sık E) Her zaman

APPENDIX-14**The semi-structured interview questions (English)**

1. Did you get stuck at any point during the activity, and how did you feel about it?
2. “Did you feel anxious while you were doing the task? If yes, when? Please tell me more about it”(Chiru,2017, p.48)
3. Were there any elements that made the task easier during the activity?
4. Did you get help from anyone in the class? If yes, from whom and when?
5. How was the process for you while doing the activities?
6. How hard or amusing did you think the activity was?
7. Did you need to look at the clock during the activity?

APPENDIX-15**The semi-structured interview questions (Turkish)**

- 1.Aktivite sırasında herhangi bir noktada takılı kaldın mı(zorlandın mı) ve nasıl hissettin?
- 2.Aktivite sırasında tedirgin oldun mu? Evetse biraz bahseder misin?
- 3.Aktivite sırasında işini kolaylaştıran unsurlar var mıydı? Varsa nelerdi?
- 4.Sınıfta herhangi birinden yardım aldın mı? Evetse kimlerden ve ne zaman?
- 5.Aktivite yaparken ki süreç senin için nasıl geçti?
- 6.Aktivite sence ne kadar zordu veya eğlenceliydi? Bu seni nasıl etkiledi?
- 7.Aktivite sırasında saate bakma ihtiyacı hissettin mi?

APPENDIX-16

Rates of Questionnaire for Week 1

WEEK 1

	5		4		3		2		1		Total
	Numbers	% Rate	Numbers	% Rate	Numbers	% Rate	Numbers	% Rate	Numbers	% Rate	Number
Question 1	10	27,02	16	43,24	6	16,21	2	5,4	3	8,1	37
Question 2	12	32,43	16	43,24	2	5,4	4	10,81	3	8,1	37
Question 3	7	18,91	13	35,13	12	32,43	2	5,4	3	8,1	37
Question 4	16	43,24	14	37,83	4	10,81	2	5,4	1	2,7	37
Question 5	9	24,32	15	40,54	10	27,02	1	2,7	2	5,4	37
Question 6	16	43,24	9	24,32	5	13,51	4	10,81	3	8,1	37

APPENDIX-17

Rates of Questionnaire for Week 2

WEEK 2

	5		4		3		2		1		Total
	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Number
Question 1	16	43,24	16	43,24	4	10,81	0	0	3	8,1	39
Question 2	8	21,62	21	56,75	4	10,81	5	13,51	1	2,56	39
Question 3	9	24,32	11	29,72	13	35,13	3	8,1	3	8,1	39
Question 4	15	40,54	12	32,43	8	21,62	3	8,1	1	2,56	39
Question 5	7	18,91	15	40,54	10	27,02	5	13,51	2	5,4	39
Question 6	16	43,24	7	18,91	9	24,32	3	8,1	4	10,81	39

APPENDIX-18

Rates of Questionnaire for Week 3

WEEK 3

	5		4		3		2		1		Total
	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Number
Question 1	14	36,84	16	42,1	6	15,78	1	2,63	1	2,63	38
Question 2	10	26,31	19	50	3	7,89	2	5,26	4	10,52	38
Question 3	12	31,57	10	26,31	9	23,68	4	10,52	3	7,89	38
Question 4	16	42,1	14	36,84	5	13,15	2	5,26	1	2,63	38
Question 5	12	42,1	16	42,1	7	18,42	1	2,63	2	5,26	38
Question 6	16	42,1	10	26,31	6	15,78	2	5,26	4	10,52	38

APPENDIX-19

Rates of Questionnaire for Week 4

WEEK 4

	5		4		3		2		1		Total
	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Number
Question 1	10	26,31	16	42,1	9	23,68	1	2,63	2	5,26	38
Question 2	11	28,94	22	57,89	4	10,52	1	2,63	0	0	38
Question 3	10	26,31	9	23,68	14	36,84	4	10,52	1	2,63	38
Question 4	14	36,84	17	44,73	5	13,15	1	2,63	1	2,63	38
Question 5	12	31,57	13	34,21	9	23,68	3	7,89	1	2,63	38
Question 6	20	52,63	7	18,42	5	13,15	3	7,89	3	7,89	38

APPENDIX-20

Rates of Questionnaire for Week 5

	WEEK 5										Total
	5		4		3		2		1		
	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	Numbers	Rate	
Question 1	11	27,5	15	37,5	9	22,5	2	5	3	7,5	40
Question 2	12	30	14	35	7	17,5	4	10	3	7,5	40
Question 3	6	15	15	37,5	11	27,5	4	10	4	10	40
Question 4	16	40	12	30	9	22,5	1	2,5	2	5	40
Question 5	12	30	14	35	11	27,5	3	7,5	0	0	40
Question 6	23	57,5	8	20	5	12,5	1	2,5	3	7,5	40

