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STUDENTS' PERCEPTIONS OF FLOW IN VOCABULARY ACTIVITIES

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DEDICATION

To my beloved mother…

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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12/01/2021

Ecem ÖZKÜÇÜK

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ABSTRACT

STUDENTS' PERCEPTIONS OF FLOW IN VOCABULARY ACTIVITIES

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The aim of the study is to explore the degree to which flow occurs in different types of vocabulary activities and students' perceptions about the existence of flow experience in vocabulary activities. The study was conducted with 72 B1 level EFL preparatory school students in four different vocabulary activities at Çağ University English Language Preparatory School. Designated vocabulary activities were *finding words and antonyms, multiple choice, matching words & definitions*, and *scrambled word* activities. Data were obtained via the Flow Perception Questionnaire to measure students' affective responses to activities after each designated activity and interviews with randomly selected five students about their perceptions on their flow experiences and the degree to which students experience flow in the activities. The qualitative and quantitative analyses indicated that flow exists in the language classes under the investigation; and there is no significant difference among each task. Also, the results of the present study revealed that students' perceptions on control, interest, focus and challenge dimensions of each activity had an association with flow. Accordingly, the analysis illustrated that when activities included the four dimensions, the students were more likely to engender flow.

Key Words: Flow Theory, flow experience, vocabulary, vocabulary learning, vocabulary activities

ÖZET

ÖĞRENCİLERİN KELİME AKTİVİTELERİNDEKİ AKIŞ ALGILARI

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Bu çalışma, İngilizce öğretiminde kullanılan dört farklı tür aktivitede öğrencilerin ne ölçüde "akış deneyimi'' yaşadığını incelemeyi amaçlamaktadır. Çalışma Çağ Üniversitesi İngilizce Hazırlık Okulu'nda sekiz farklı sınıfta öğrenim görmekte olan 72 öğrencinin katılımıyla 2019-2020 Eğitim-Öğretim yılı sonbahar döneminde dört haftalık sürede gerçekleştirilmiştir. Çalışmada kullanılan aktiviteler zıt anlamlı kelime eşleştirme, çoktan seçmeli test, kelime-tanım eşleştirme, karıştırılmış kelime aktiviteleridir. Veriler her aktivite sonrasında öğrenciler tarafından doldurulan akış algı anketleri ve öğrencilerin aktivitelerde hangi ölçüde "akış" yaşadığını belirttikleri görüşmeler aracılığıyla toplanmıştır. Öğrenci ortalamaları aktivitelerin ne derece motive edici olduğunu araştırmak için kullanılmıştır. Nitel ve nicel analizler "akış" ın kelime aktivitelerinde mevcut olduğunu ve aktiviteler arasında önemli farklılıklar olmadığını göstermektedir. Sonuçlar dört aktivitenin de öğrenciler açısından ''akış'' yarattığını ortaya çıkarmıştır. Ayrıca, sonuçlar, aktivitelerle öğrencilerin duygusal motivasyonu arasındaki ilişkiyi, öğrencilerin aktivite üzerindeki kontrolü, aktivitenin ilgi çekici olması, öğrencilerin konuya odaklanması ve aktivite güçlük seviyesinin etkilediğini göstermiştir. Ayrıca analizler, eğer aktivite dört "akış" boyutunu içeriyorsa, öğrencilerin "akış" yaşama olasılığını artırmakta olduğunu göstermektedir.

Anahtar Kelimeler: Akış teorisi, akış deneyimi, kelime, kelime öğrenimi, kelime aktiviteleri

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ABBREVIATIONS

EFL: English as a Foreign Language

ESP: English for a Specific Purpose

FLQ: Flow Perception Questionnaire

SPSS: Statistical Package for Social Science

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

The background of the study, the significance of the study, the research questions, the problem statement, and limitations of the study will be presented in this section. The first part describes the background knowledge about the study.

1.2. Background of the Study

Among various aspects of a language, vocabulary has a central role on language learning. Vocabulary is an indispensable component of language proficiency comprising the basis for listening, speaking, writing, reading skills. In other words, to be competent in both these receptive and productive skills of a language require adequate vocabulary knowledge. Perhaps, that is the reason why Hunt and Beglar (2005) call vocabulary ‘‘the heart of language comprehension and use’’ (p. 24). As expanding vocabulary contributes to the development of both receptive and productive skills, it leads learners to become motivated in language learning process. On the contrary, learners who have insufficient knowledge of vocabulary can perceive themselves incapable of completing a task, and that ends up lack of motivation. With the emphasis on the importance of vocabulary for all skills, vocabulary activities which implemented in foreign language classes also occupy a crucial position in the process of building vocabulary knowledge in terms of whether they are motivating or not.

Numerous research studies have been conducted regarding language learners’ motivation since researchers consider it as the key element of each activity. Motivation in a language learning context may have significant outcomes for learners, especially in sense of learners’ levels of participation in tasks or achievement. The flow theory is a new manner on comprehending motivation. It was introduced by Csikszentmihalyi in 1975. Flow could be conceived as a state in which people are literally concentrated on a task so much that they lose perception of time and awareness of self, nothing else is important beyond the task at that time (Csikszentmihalyi, 1990).

In his early research, Csikszentmihalyi (1990) examined people like artists, athletes, musicians, chess masters, and surgeons who devoted their time to activities of

their choice. Even though these people take place in different kind of activities, when asked to describe the moment and intensity of emotion during the activities, he realized that they identified a sort of that feeling in similar way as a process in which time flows faster and they enjoy doing the work. Namely, the pleasure that a pianist gets while playing the piano and the pleasure that a climber gets when climbing the mountain shows that flow occurs for both people during their performance even if these activities are not alike.

When considering the opposite situation, that is, a pianist who has no interest to climbing even a little has to climb a mountain or a climber who has no ability about any instruments is supposed to play a piano, it is possible that we cannot expect flow to happen. In fact, in the flow experience, individuals reveal their capacity completely and their work is balanced with the capacity of them. On the other hand, if the action done is above the individual's capacity, then the individual is worried and if the action done is below the capacity of the individual, s/he is bored (Csikszentmihalyi & LeFevere, 1989; Csikszentmihalyi & Rathunde, 1993). Thus, there are common conditions of activities identified as flow-promoting features, for instance, there should be a balance between the difficulty level of the activity and the person's ability level, the person should be concentrated fully and immersed completely in the activity, and also clear goals should be included in the activity (Egbert, 2003). In another study, in addition to these preconditions for the formation of flow, Bakker (2005) found individual autonomy, social support and supervisory feedback as other significant conditions in a study with music teachers.

In the light of these research, it is obvious that activities which are appropriate for learners' level and implementation of target-driven activities can revive flow in foreign language classrooms. In recent years, researchers have begun to study flow in the context of foreign language teaching. For instance, Guan (2013) explored whether flow had an impact on translation lessons. Also, Şentürk (2010) observed what speaking tasks promote students' flow in speaking lessons. Taken together, the theory and the research about it suggest that learners are supposed to be in the flow on account of successful consequences on activities, however, there is no significant emphasize on what kind of activities are suitable or adequate to generate flow in terms of vocabulary teaching in the foreign language learning process. Considering the salient role of vocabulary on language skills, examining the degree to which language learners

experience flow in vocabulary activities has a pivotal place in foreign language learning context.

1.3. Statement of the Problem

According to Harmer (1991), ‘‘If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh’’ (p.153). With regard to this statement, a solid knowledge of vocabulary is necessary for language learners so that they can enhance their foreign language proficiency. Therefore, students are expected to have high motivation in vocabulary activities in order to reach this competence. Many language learners agree that their lack of vocabulary knowledge is one of their greatest challenges during language learning process. The reason of this challenge may result from the fact that learners may not find some of the vocabulary activities motivating in courses, hence they may not want to participate in the activities or they could not get enough efficiency. In order to encourage learners to participate in the activities actively, it is essential to prepare meaningful activities that motivate students.

Very little research has focused on the existence of flow experiences while performing different vocabulary tasks. This study aims to investigate students’ perceptions about the degree to which flow occurs in different kinds of vocabulary tasks in courses at Çağ University English Language Preparatory School.

1.4. Significance of the Study

Vocabulary knowledge has a central place in Foreign Language Teaching and Learning. It is aimed at gaining four skills as listening, reading, writing, speaking to English as a foreign language (EFL) preparatory school student during foreign language teaching. Also, sufficient vocabulary knowledge is a prerequisite to acquire all four skills. Wilkin (1972) expresses how important vocabulary knowledge is with these words “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111).

As learners’ vocabulary knowledge is so vital during the process of foreign language learning, creating lesson environments that will increase the curiosity of students without stress, in other words, environments that will engender the flow to appear may be useful in terms of vocabulary learning. Considering the research studied

in the field of the flow, it is possible to see the studies examining the formation of flow in the skills related activities such as speaking, reading, writing, and about using the internet (Azizi & Ghonsooly, 2015; Shin, 2006; Şentürk, 2010). However, there isn't adequate research on whether the existence of flow is in the vocabulary activities.

The result of the present study may provide contributions to teachers, researchers, and coursebook designers working for EFL classes about raising their awareness of what vocabulary activities are the most preferred ones for students in language teaching progress.

1.5. Purpose of the Study

The purpose of this study is to explore students' perceptions about the degree to which flow occurs in different kinds of vocabulary tasks in courses at Çağ University English Language Preparatory School. The study also intends to depict what students think about the characteristics of vocabulary activities generating flow.

1.6. Research Questions

Research questions were determined in the light of the aim of the study indicated in the purpose of the study section. The present study aims to investigate the following research questions:

1. What types of vocabulary activities encourage students' flow?
2. According to the students' perceptions what are the characteristics of the activities promoting the flow?

1.7. Limitations of the Study

There are some limitations regarding this study. One of them was the number of the participants because of students' absenteeism. The students participating in the study were supposed to do all four activities during the lessons, but some students participated in several activities, so their answers to the questionnaire had to be ignored. Another limitation was that students were at the same level. It was conducted to students at different levels, the results could be evaluated from another perspective. Also, this study was applied to eight classes at the same time by different instructors. Even if the researcher made the necessary explanations to all instructors, she could not

observe the obstacles that might have occurred in the classroom. The number of the activities used in the study was another limitation. In order to contribute to the students studying at the preparatory school, the activities which were frequently used in the coursebook were chosen, so the number of activities was limited.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, the relevant literature within the scope of this study is presented. Firstly, it gives information about vocabulary knowledge, vocabulary retention and vocabulary activities. Then, the definition and significance of the experience of flow is provided. Finally, the assertions of the flow theory in English language learning context are put forth.

2.2. Vocabulary Knowledge

Words constitute the central unit in the formation of verbal communication and written communication. Ghazal (2007) asserts that ‘‘Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning’’ (p.84). Individuals with extensive vocabulary knowledge are likely to be more effective in language skills. Although vocabulary knowledge is generally perceived as knowing meaning of a word, receptive and productive vocabulary knowledge comprise different degrees of it. Receptive knowledge is defined as the ability to understand or notice a word, and it is associated with listening and reading skills. On the other hand, having productive knowledge involves using a word while speaking and writing (Schmitt, 2010). In this regard, the idea that having extensive vocabulary knowledge is vital in foreign language learning may be endorsed by considering how it supports receptive skills, and it helps learners in intensifying their productive skills. Also, Richards (2000) highlights the importance of vocabulary in comparison to different kind of linguistic knowledge by saying “no amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary”. Considering the prominent role of vocabulary in language learning, we could say that building comprehensive vocabulary should be centre of foreign language learning. In the same vein, some scholars emphasized that vocabulary learning is vital process in order to acquire a foreign language (Gu, 2003, Maximo, 2000; Nation, 2001).

To establish a solid vocabulary knowledge leading the development of language skills, utilizing motivating vocabulary tasks is one of the essential conditions in language learning environment. In this regard, implementing tasks in EFL classes in a way that engender high flow might contribute to academical achievement. However, there are no adequate studies focused on flow-generating vocabulary task types in EFL area.

2.3. Vocabulary Retention

During learning a new language, vocabulary learning has been one of the major obstacles that foreign language learners have to address. According to Nation (2001), many language educators and language learners are aware of the primacy of vocabulary knowledge in several pedagogical tasks and they notice that learning a foreign language requires understanding and memorizing a vast number of words. From this point of the view, it is crucial to illustrate how human memory functions. Working memory, which has a significant influence on learners' performance in terms of reading, writing, listening and speaking, is an executive section of brain system (Daneman & Carpenter 1980). Numerous studies have suggested that human beings have two separate memories as short-term memory and long-term memory (Brown, 1958; Scoville & Milner,1957).

Even though working memory is often referred as synonymous of short-term memory, it is a temporary storage area that is also called a processing system that performs the process of encoding the information and transferring it to long term memory and then recalling it (Alloway, 2010). Baddeley (1990) asserts that short term memory stores data provisionally if practice is avoided; whereas long term memory stores data for a prolonged period of time. Also, Brown (1958) draws our attention to the importance of practice, he reported that novel data could be forgotten in seconds in the event that practice is prevented. Based on these statements, it can be concluded that vocabulary activities promote possibility of retaining new vocabulary. Thus, it is important that vocabulary activities applied in foreign language teaching should be motivating for students.

2.4. Vocabulary Activities

In order to master vocabulary, it is essential for learners to engage with new words in a variety of contexts. Therefore, after the target vocabularies are presented in foreign language classes, students should be provided with activities in terms of reinforcing these words. In this way, learners can transfer new vocabulary from short term memory to long term memory. As mentioned in previous part, vocabularies should be taken part in long term memory for recalling and this process should be put into practice via presenting different kinds of activities (Thornbury, 2002).

According to Thornbury (2002), vocabulary tasks were grouped into two categories as decision-making tasks and production tasks. The decision-making tasks are mainly receptive; words can be noticed, remembered, matched, sorted, however, they could not be generated. These kinds of tasks are beneficial in order to transfer words to long term retention. Decision making tasks classified from the least cognitively demanding to the most demanding are as following: identifying, selecting, matching, sorting, and ranking and sequencing tasks (Thornbury, 2002: 93, 94).

One of the samples of identification activities is unscramble anagrams (such as utis, snaje, eti—for suit, jeans, tie) (Thornbury, 2002: 93). This activity requires students to arrange the mixed letters of given words correctly. On the other hand, selecting tasks are considered more challenging tasks compared to identification tasks. They require both recognizing words and choosing the appropriate one among them. Choosing the odd one out activity is one of the most common selecting tasks (Thornbury, 2002). As for matching tasks, they indicate first recognizing words and then matching them with a corresponding pictures, definitions, synonyms, or antonyms (Thornbury, 2002). The fact that it offers so many distractors is one of the advantages for this activity (Miller, Linn, & Gronlund, 2013). In sorting activities, learners are supposed to divide words into different groups. Ranking and sequencing activities are the most well-known activities among them. (Thornbury 2002).

Production tasks requires producing and using newly studied words in a speaking or writing activity. These tasks can be categorised as completion - of sentences and texts, creation - of sentences and texts (Thornbury, 2002: 100). Gap-fills activities can be indicated as sentence and text completion tasks. Multiple choice activity is also included in gap-fills activities. (Thornbury, 2002: 100). It is a popular method that is widely preferred in order to assess vocabulary knowledge in language learning.

Kargozari and Ghaemi (2011) examined which exercise type (multiple choice exercise, filling-the-blank exercise, and sentence writing) is the most effective in L2 vocabulary retention. Their research result indicated that multiple choice was a more fruitful method compared to other exercises. Multiple choice vocabulary items measure word meaning and word recognition in general.

In conclusion, there are two types of tasks for vocabulary practice: receptive (decision making tasks) and productive tasks (production tasks). Both tasks are vital to facilitate moving new vocabulary from the short-term memory into the long-term memory (Nation, 2001).

2.5. Flow Theory

Flow experience research began in 1970 with Csikszentmihaly and has been addressed in many areas of human life, from sports (Harmison, 2006; Jackson & Marsh, 1996; Kowal & Fortier, 1999;) to art education (Tietze, 2008) to work and work life (Csikszentmihalyi & Kleiber, 1991; Demerouti, 2006; Nielsen & Cleal, 2010) up to now. Csikszentmihaly was influenced by the situation of artists forgetting time while performing their art, and he started to investigate the reason for this, the purpose of his research was to find out how individuals felt and why they felt so focused when they had fun. Csikszentmihaly (2005) called this state ‘‘flow’’ because the cases that he worked on were described the experience as "flowing in a river". In other words, the flow experience is defined as a serious focus or diving into an activity and the person who focuses on the activity deeply has a high level of learning experience (Shernoff et al., 2003).

The subject of flow experience put forward by Csikszentmihaly was developed in parallel with the concept which Maslow defined as ‘‘peak experience’’. Maslow (1971, p.105) describes peak experience as a ‘‘generalization for the best moments of the human being, for the happiest moments of life’’. To gather reliable data about peak experience, he conducted several researches. After utilizing interviews, it was found that there was a considerable overlap between descriptions of peak experiences and the emotionally healthy people who are described as self-actualizers. In the light of such studies, Maslow assured that the more psychologically healthy we are, the more our chances of having peak experience increase in daily-life events. For instance, Maslow found that it is easier for highly creative people at work to have peak experiences

(Hoffman & Murromato, 2007). On the other hand, when flow theory is applied to working life, it could be seen as a short-term peak experience which is defined by absorption, work enjoyment, and intrinsic work motivation (Bakker, 2005). Although flow experience and peak experience have common points, there are some differences between them. Whereas Maslow sees peak experience as individual excess and self-actualization, Csikszentmihaly examines the flow experience in a wider area by addressing its social and evolutionary aspects (Bernard, 2009). After Maslow's theories, the studies that examined the reason for satisfaction in the world education kept motivation theories at the forefront. Therefore, studies conducted within the scope of motivation theories constitute a great resource for flow experience studies, too (Csikszentmihaly, 1988). Before proceeding to examine the required conditions that cause learners to experience flow, a wider study of human motivation sources and intrinsic psychological needs with regard to the theory of self-determination may be useful by providing a deeper insight into the flow and activities that could lead to its occurrence.

2.6. The Relation of Flow Theory to Self-Determination Theory

Self-determination theory is a theory of human motivation and personality that concerns with three basic psychological needs: competence (mastering environmental challenges), autonomy (organizing one's own actions), and relatedness (developing close emotional bonds and satisfying attachments in social environments) (Deci & Ryan, 2000). When these universal needs are provided, the theory supports that the satisfaction increases autonomous motivation, high-quality performance, and wellness of people.

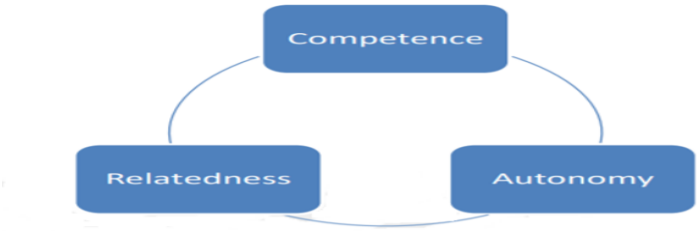


Figure 1. Factors in Self-Determination Theory (Deci & Ryan, 2000)

Self-determination theory centres mainly on internal sources of motivation and the three needs mentioned earlier promote intrinsic motivation. In the sense of Self-Determination Theory, Csikszentmihalyi's flow experience is described as "the archetypical intrinsically motivated experience" (Deci & Ryan, 1985, p. 155). Namely, flow experience encompasses the definition of purely intrinsic motivation rather than extrinsic motivation.

2.6.1. Intrinsic Motivation

Intrinsic motivation is expressed as the preference of doing an activity without any compelling reasons beyond the satisfaction obtained from the event itself. (Özşahin, 2003). When people are intrinsically motivated, they act for the fun or challenge rather than because of external rewards. Intrinsically motivated learners are willing to learn in order to meet the three universal psychological needs for competence, relatedness and autonomy (Noels et al., 2000). Intrinsic motivation can be incited by optimally challenging and interesting activities (Grolnick & Ryan, 1987). In this regard, lessons should be filled with enjoyable, challenging activities since students are considered to be inherently curious to explore objects that are interesting to them (Van Lier, 1996). Thus, it is likely that quality of learning process could be enriched by intrinsic motivation (Deci & Ryan, 1985; Van Lier, 1996). Similarly, Pintrich (1989) found a relationship between intrinsic motivation and performance. It has been observed that individuals with intrinsic motivation are more successful than those with extrinsic motivation.

2.6.2. Extrinsic Motivation

Externally motivated individuals participate in any event to win a prize or to be protected from a penalty. As opposed to intrinsic motivation, they would like to engage in an activity not because they find it enjoyable or satisfying, but because they expect to get external rewards or avoid punishment. Consequently, what motivates students to complete an activity is not the learning itself, but other circumstances such as praise, grade that are not associated with the activity itself. Although intrinsic motivation has been shown to be more effective in language learning success than extrinsic motivation (Walqui, 2000), Self Determination Theory (SDT) proposes that extrinsically motivated

behaviour can also be self-determined depending on the degree of internalization (Deci & Ryan, 2000).

Overall, when the related literature is considered, it could be concluded that motivation is an important field that leads people to complete any activity. In accordance with information above, flow could be classified as intrinsic motivation since it is an experience where people reach happiness by fully giving themselves to action without reward. However, Eryilmaz and Mammadov (2016) emphasized that teachers ignore whether students are in flow experience while they are listening to lessons. As in many areas, if an individual does not experience flow in education settings, the learning process may lose its efficiency (Bernard, 2009). In the aim of exploring flow in educational settings, it may be useful to look at conditions of flow in detail.

2.7. Conditions of Flow

Hefferon and Boniwell (2011) stated that 10-15% of individuals in America and Europe never experienced flow whereas 10-15% stated that they experienced flow in their daily lives (p. 81). That is probably because it may not be expected everyone to experience flow for same occasions since flow refers to a "subjective state" which occurs when completing favourite activities such as playing tennis, reading a novel, having stimulating conversation (Csikszentmihalyi, 2009, p. 394). In this regard, there are certain conditions that studies (Haworth et al. 1997; Jackson & Eklund 2004; Keller & Bless 2008; Wang et al. 2009) have put forward for years in order to observe the experience of flow.

The main conditions that must exist for flow:

a) focused attention and intense concentration
b) learner interest
c) control
d) balance between challenge and available skills (Csikzentmihalyi, 1997; Egbert, 2003)

The first component that reveals flow experience is focused attention and intense concentration (Csikszentmihalyi, 1997; Egbert, 2003). Also, many second language

acquisition researchers have reported that attention and concentration are significant parts of language learning process (Crookes & Schmidt as cited in Van Lier,1996; Schmidt as cited in Egbert, 2003; Scovel, 2001; Skehan, 1998). One who feels completely absorbed in a task can be described in flow state. The person who is in flow state focuses the task and nothing else is important at that point (Egbert, 2003; Jackson & Marsh, 1996; Nakamura & Csikszentmihalyi, 2009).

The second precondition of flow is learner interest. In flow theory, intrinsic motivation is the main issue that needs to be addressed (Bakker, 2005), therefore learner interest to any activity can result from flow experience. Characteristics of tasks which are suitable for learners like drills and interesting practices may promote learners' flow experience (Egbert, 2007).

As for the third precondition, learner control is regarded as one of the important dimensions of flow. The dimension means that autonomous settings where learners enjoy getting a taste of freedom to some extent (Deci & Ryan, 2000; Van Lier, 1996) lead to flow conditions occur more than controlling settings (Abbott, 2000). Likewise, according to the flow research of McQuillan and Conde (1996) in reading, it is concluded that if readers choose their own reading level and if learners' opinions about reading materials are considered, effective lessons are more likely to be seen in reading classrooms.

The balance between challenge and skills is one of the crucial factors for the emergence of flow experience (Csikszentmihalyi, 1990; Egbert, 2003; Deci & Ryan, 1985; Van Lier, 1996). In order to experience flow in an activity, the difficulty of the activity must be compatible with the person's skills because when challenges and skills are at a balance people feel to be more confident to tackle challenges and they are more likely to be sure that everything is under control (Engeser & Rheinberg, 2008). As a matter of fact, the selected activities should neither be too challenging to cause anxiety, nor too simple to cause boredom.

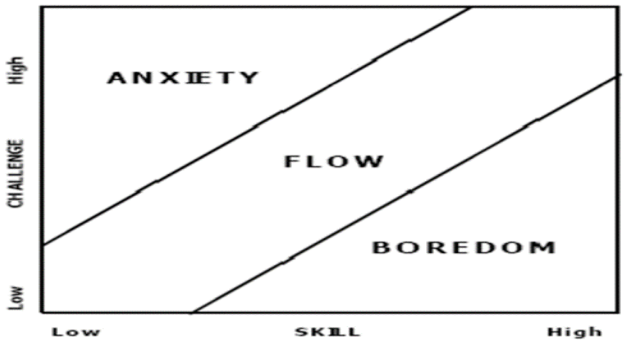


Figure 2. The original flow model (Adopted from Csikszentmihalyi, 1988)

The original flow model represents the relationship between challenge level and skill level. In the diagram in Figure 2, horizontal lines represent personal skills and vertical lines represent the level of difficulties. According to this diagram, if challenges exceed a person's skill level, anxiety may arise. On the other hand, when the skill level is far beyond challenge level, then person may experience boredom. Hektner and Csikszentmihalyi (1996) stated ''in order to maintain enjoyment of flow, people must continually engage in new challenges to match their increasing skills, and they must perfect their skills to meet the challenges'' (p.4), in this regard, providing a challenge-skills balance in an activity can be defined as being in 'flow channel', which is shown in Figure 2. Together these conditions provide important insight to educational context, it is remarkable to state that foreign language learning process may be connected with the conditions of the Flow Theory. More specifically, planning tasks in EFL classes by being aware of skill-challenge balance could contribute to eliminate anxiety and boredom thereby increasing engagement of students. Contrary to this expectation, it seems possible that the emergence of unsatisfactory outcomes arises due to implementing tasks regardless of skills level of students in the field of foreign language teaching.

2.8. Measurement of Flow

There are various measuring scales which have been developed to measure flow states since the concept of flow was introduced by Csikszentmihalyi in 1975 (Jackson & Marsh, 1996; Magyarodi et al., 2013).

In an attempt to analyse flow in daily life experiences, some early studies used the Flow Model (Csikszentmihalyi & Robinson, 1990; Ellis, Voelkl & Morris, 1994;

Jones, Hollenhorst & Perna, 2003; Perry, 1999), and some studies explored flow by Experience Sampling Method (ESM) (Asakawa, 2004; Clarke & Haworth, 1994; Csikszentmihalyi & Rathunde, 1993; Haworth & Evans, 1995). On the other hand, data of other studies consisted of interviews with participants and flow perception questionnaires (Egbert, 2003). Also, early flow studies were based generally on interviews and questionnaires. Even though these methods are substantial for studies about subjective experiences such as flow, the data of such studies are limited so as to rely on self-reports as they might have the risk of being inaccurate and incomplete (Csikszentmihalyi, 1988). To measure such a complex concept accurately, a more comprehensive tool was needed. In this regard, The Experience Sampling Method (ESM), as a new tool, including electronic pagers and a questionnaire was started to be used in flow studies in the mid 1970s (Csikszentmihalyi, 1988). In the Experience Sampling Method (ESM), electronic pagers are given to participants and when participants are sent signals during the day for a one-week period, a form with some questions are sent to complete by the participants as well. At the same time, participants evaluate descriptions of their emotional state. Thusly, the researcher could have more systematic data (Alperer, 2005). According to the flow theory, flow experience occurs if there is a correlation between individuals' emotional states during the activity and the balance between challenges and skills. Nonetheless, the results obtained from numerous ESM analyses did not support this hypothesis (Csikszentmihalyi & Csikszentmihalyi, 1988).

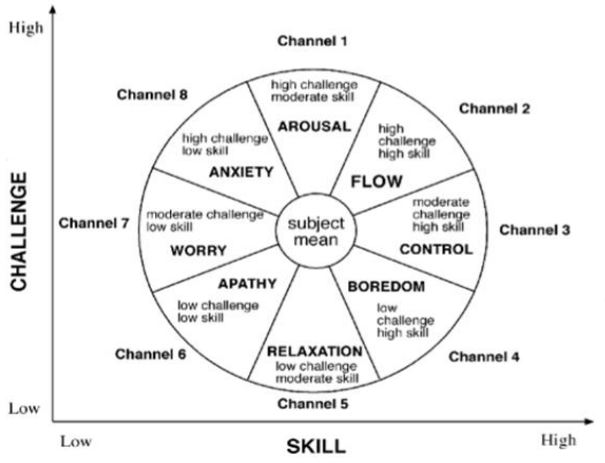


Figure 3. The eight- channel flow model (Adopted from Massimini & Carli, 1988)

Massimini and Carli (1988) studied on Csikszentmihalyi's original flow model in detail and suggested an explanation for the unexpected results from ESM analyses. Massimini and Carli (1988) stated that "flow experience begins only when challenges and skills are above a certain level, and are in balance" (Csikszentmihalyi & Csikszentmihalyi, 1988, p. 260). Namely, the new model proposed that high skill, high-challenge harmony could reveal flow, whereas a combination of low challenge and low skills could lead to apathy. The relationships between individuals' standardized challenge and skill scores in Massimini and Carli's (1988) eight-channel flow model can be seen in Figure 3.

Data from sources about flow experiences in language learning environments (Egbert, 2003) have promoted new opportunities for research into the effect of activities on different language skills.

2.9. Flow in Language Teaching

The quality of education provided during foreign language teaching process emerges with the motivation of students and their attitudes towards the course. In the same vein, Şahin and Çakar (2011) stated that motivation is one of the most important factors affecting the learning and teaching process, moreover, even if the goals or techniques which are used are suitable for the students' level, the process may fail if the students are unwilling to learn. Therefore, individuals may experience some sort of difficulties such as anxiety or indifference, and this state sometimes leads to inefficient results. From the perspective of Alperer (2005), flow studies concentrate on finding quality of subjective experience that trigger instinctually motivational behaviour. The studies of flow theory in language classrooms have highlighted the importance of autonomy fostering environments, encouraging activities and instructor positions in the development of learner flows (Abbott, 2000; Schiefele, 1991).

A recurring issue focused on research studies exploring flow in foreign language learning (FLL) setting is the selection of instructional materials. According to Grabe and Stoller (1997), deciding which instructional material promotes students' motivation is one of the constant challenges for educators in FLL classrooms. Also, Egbert (2003) claims that carefully designed tasks can facilitate flow and encourage learner engagement. She (2003) conducted a study with 13 secondary school Spanish language learners and their teacher. The study investigated learner performance on seven tasks in

order to identify whether flow occurs in the FL classroom and the type of tasks that might likely result in flow. In her study, apart from the balance between challenges and skills, flow experience was analysed in terms of four conditions: a balance between challenge and skills, focused attention, interest and a sense of control. She found out that flow exists in the FL classroom, moreover, Flow Theory could be implemented as an instrumental framework so as to conceptualize and evaluate language learning activities.

Also, Şentürk (2010) focused on the degree to which flow occurred on eight different tasks in speaking courses. The researcher collected data from 163 elementary level students and their eight instructors through a questionnaire, a survey and interviews for a two-week period. The results indicated that class discussion activity from eight different activities obtained more flow for both teachers and students. In addition, D. Amini, M. Amini & Ayari (2016) examined the relationship between task-induced state of flow during vocabulary acquisition activities and the achievement in terms of short-term and long-term vocabulary acquisition. They conducted their study with 65 learners at English Language Institution. Results of the study showed that flow existed in the vocabulary learning classroom and that there was a significant relationship between the level of flow state and vocabulary retention.

Numerous studies (Falout, Elwood & Hood, 2009; Ikeno, 2002; Falout & Maruyama, 2004; Kojima, 2004; Tsuchiya 2006) have shown that it is possible to see both motivational and demotivational influences of instructional tasks in FLL classrooms in terms of their features. For example, insufficiently designed tasks, uninteresting tasks on foreign language learning environments can cause learners to lose their motivation in their classrooms. On the contrary, carefully designed tasks and tasks with clear goals, interesting contents contribute to the occurrence of flow states in language classrooms (Davies, 2006; Hart, 2002; Stott, 2004).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter deals with the methodological aspects of the research study. It presents information about the research design, instruments, context and participants of the study thoroughly.

3.2. Research Design

The aim of this study is to investigate the degree to which flow occurs in different kinds of tasks in vocabulary courses and examines students' perceptions about the existence of the flow experience in vocabulary tasks. In this regard, the methodology to be applied in the study was decided as the mixed-method to collect data. Mixed-method design means utilizing both quantitative and qualitative data in one study (Creswell, 2003). Brown (1995) states that ''both types of data might provide valuable information in any kind of evaluation, and it is important to realize that ignoring either type of information would be pointless and self-defeating'' (p. 232). In other words, data obtained from mixed-method design presents more reliable results since quantitative and qualitative methods include different instruments.

In order for the study to explore the flow experience of learners in language learning classrooms, quantitative method was used to collect statistical information and qualitative method helped to provide more detailed information.

3.3. Participants and Context of The Study

The present study was conducted 2019-2020 academic year at Çağ University in Mersin, Turkey. At the beginning of the semester, students were asked to take a proficiency exam to confirm whether their English level is qualified enough for their department before enrolling in their Bachelor degrees. The students who score at least 70 out of 100 in this exam can pass to their programs at their faculty. However, the other students who score below the stated level must enrol in Preparatory School to improve their English level and they are divided into three levels as beginner, elementary, and pre-intermediate according to their results. Providing adequate English

Language courses so that they do not have difficulty in English in their own programs is the main purpose of Çağ University Preparatory School. In addition to the courses taken in the first semester, in the second semester, they start to take the ESP (English for Specific Purposes) courses which enable them to learn subjects that the students encounter at their undergraduate programs. Also, attendance to the classes is compulsory. The coursebooks used throughout both semesters are Cambridge Empower A1, A2, B1, B1+ series.

In each level, 20 hours a week is allocated for coursebook with integrated all four skills. 8 hours is separated for teaching four basic skills; of these, reading & writing course is determined as 4 hours and listening & speaking course is spared as 4 hours. In total, students have 28 hours lessons per week. The school has 43 instructors, 33 of whom are non-native teachers 10 of whom are native teachers. The sample size of the population in this study consists of 72 students, including studying in the first year at English Preparatory School of Çağ University Preparatory School, located in Mersin, Turkey. All of them have successfully passed A2 Level Exit Exam that measures their readiness for the next level and their departments are different from each other such as Applied English and Translation, Law, Public Relation and Advertising.

3.4. Data Collection Instruments

The fundamental instrument to measure learners' flow states in the four vocabulary tasks (finding words and antonyms, matching words and definitions, multiple choice, scrambled word) is Egbert's (2003) flow perception questionnaire including 14 items. In addition to the perception questionnaire, the semi-structured interview (Appendix 5) was implemented to 5 students chosen randomly in order to investigate the characteristics of the activities promoting the flow.

3.4.1. Vocabulary Activities

The researcher prepared four different activities including a sample of finding words and antonyms, matching words and definitions, multiple choice and scrambled word activities (Appendix 6, 7, 8, 9) in parallel with the coursebook used for each unit. These vocabulary tasks (see Table 1) were designed according to the course syllabus prepared by the Preparatory School administration at the beginning of each semester.

Table 1.

Task Descriptions

Tasks	**Styles**	**Process**
1	Scrambled Word	Students are asked to rearrange the ten letters to make a word.
2	Matching Words and Definitions	Students are assigned to match the words with their definitions.
3	Multiple Choice	Students try to choose the correct answer for each question.
4	Finding Words and Antonyms	Students find the opposite adjectives for given vocabulary lists.

In parallel with the units in the coursebook, two units were completed by instructors in a week. Each designated activity was applied at the end of chosen units for four weeks. Table 2 shows the designed tasks timetable.

Table 2.

Vocabulary Activities Timetable

	Units	**Tasks**
WEEK I	2A	Scrambled Words
WEEK II	2B	Matching Words and Definitions
WEEK III	3A	Multiple Choice
WEEK IV	4B	Finding Words and Antonyms

3.4.2. The Flow Perception Questionnaire

As mentioned in the previous part, a perception questionnaire was applied to obtain the quantitative data of the study. The perception questionnaire (see Appendix 3 for questionnaire sample), which was the main instrument, was used in order to measure affective responses of learners on different vocabulary tasks. Also, a consent form (Appendix 2) was attached to the perception questionnaire in an attempt to enlighten the students about the research and assure that their responses will be confidential in the event that they accept to participate in this research. The perception questionnaire was implemented immediately after the students completed each designated vocabulary task throughout four weeks. The main instrument was an adapted version of another questionnaire used in computer-mediated settings by Webster, Trevino & Ran (1993, as cited in Egbert, 2003). She changed the content of the questionnaire from computer-based items to learning tasks and added two more items to the original scale. There was no change in terms of the structure of the items. The reported alpha reliability of the adapted perception questionnaire (Table 3) was measured at $\alpha = .88$, that means reliable. The items in the questionnaire are related to each of four flow dimensions; *interest* (2, 9, 10, and 12), which aims to show whether an activity is interesting enough for students to become completely immersed in it, *control* (3, 4, 8, and 11), which implies

whether students are capable of making correct decisions about an activity, for instance, in terms of timing, how to study it, *focus* (6, 7, and 14), which explores whether this activity was fun enough to make students feel to do it again, and *challenge* (1, 5, and 13), which illustrates whether an activity has a skill-challenge balance to make students curious (see Table 3). The negative items in the questionnaire (3, 4, 10, and 12) were coded reversely before running any statistical analysis. The alpha reliability of the interest scale was measured at α= .61, the control scale was measured at α= .50, the fun scale was measured at α= .81, and the challenge scale was measured at α= .86 (Şentürk, 2010). Egbert's (2003) questionnaire had a 7-point Likert type scale and participants were informed about responding to the items using numbers from 1 (strongly disagree) to 7 (strongly agree).

Table 3.

Flow dimension scales on student questionnaire

Flow Dimensions	**Questions**	**Contents**
Control	3	I felt that I had no control over what was happening during this task
	4	When doing this task I was aware of distractions.
	8	This task allowed me to control what I was doing
	11	During this task, I could make decisions about what to study, how to study it, and/or with whom to study
Focus	6	This task was fun for me.
	7	I would do this task again.
	14	I would do this task even if it were not required.
Interest	2	This task was interesting in itself
	9	When doing this task, I was totally absorbed in what I was doing.
	10	This task bored me.
	12	When doing this task I thought about other things.
Challenge	1	This task excited my curiosity.
	5	This task made me curious.
	13	This task aroused my imagination.

As the perception questionnaire was originally in English, it was translated into Turkish, so that any possible language misunderstandings could be prevented. The translation of the perception questionnaire was checked by two other instructors with the aim of avoiding any translation mistakes. In addition, two pilot students were asked to complete the translated questionnaire in order to see whether they had difficulty in understanding the items. In accordance with their feedbacks, some items were rearranged to eliminate incomprehensibilities.

3.4.3. Semi-Structured Interview

Brown (1995) states that interview instruments give researchers some opportunities so as to see real thoughts of participants. In this regard, the researcher could receive more detailed answers from participants by asking follow-up questions for the items to which she does not find sufficient responses through questionnaires. After a draft of interview form was completed, the expert's opinion, who was the supervisor of the researcher, was taken and according to the dimension in the questionnaire (control, focus, interest, challenge) the interview questions were reorganized thoroughly for the purpose of getting deeper answers. At the end of the four-week process, the interview was conducted by researcher with the five randomly selected students and these students were named as *participant 1, participant 2, participant 3, participant 4*, *participant 5* also they were informed that interviews were tape-recorded, transcribed and translated for the study.

3.5. Data Collection Procedures

The research study was conducted in the fall term of the year 2019-2020 and collecting the data for the study lasted for four-weeks. Having received necessary permissions (Appendix 1) from administration of School of Foreign Languages at Çağ University, the researcher held a meeting with the chosen course instructors for informing about the study and how to apply instruments.

According to the preparatory school program, eight classes which were chosen by the researcher were exposed to 28 hours English lessons for a week. During a week, 20 hours were advocated to the coursebook classes, four hours to listening & speaking classes, and four hours to reading & writing classes. The present study was implemented in the coursebook classes, the researcher gave the lecturers a list of words

containing 10 words included in the relevant unit every week, and the lectures presented these words to their classes during the presentation part. After the implementation, the lecturers used designed vocabulary tasks as finding words and antonyms, matching words and definitions, multiple choices and scrambled word tasks (see Appendix 7, 8, 9, 10) which were created by the researcher for the practice part of the lesson and also were selected according to the types of activities included in the coursebook.

In order to obtain the data about the learners' flow experiences towards EFL four vocabulary activities, the participants were asked to fill out the Flow Perception Questionnaire (FLQ) after each activity. A translated version of FLQ was applied in the participants' first language to provide an understanding of the instrument questions. The FLQ was conducted immediately after each vocabulary task so as to get reliable results. After gathering all perception questionnaires, the researcher entered the data according to the participants' responses using SPSS.

At the end of four weeks, five randomly selected students were asked to share their ideas about the selected vocabulary activities using semi-structured interview technique. The interview was conducted in Turkish so that students could express themselves clearly. Before the interview, students were provided with detailed information about the purpose of the study and the participants' rights. Since the interview aimed to investigate how the students felt and whether they experienced flow during each task, the researcher asked interview questions by showing all tasks forms in case they had forgotten. The interview was recorded, transcribed and translated for data analysis.

3.6. Data Analysis

This current study employed a both qualitative data including semi-structured interview and quantitative data composing of a perception questionnaire to find answers to the research questions. As of data collection instruments, questionnaires are one of the main preferred tools (Munn & Drever, 1990). Applying questionnaires provides many advantages for researchers because they are practical and they reach a large sample of individuals in a short time (Mackey & Gass, 2005). The data obtained through the perception questionnaire were statistically analysed using Statistic Package for Social Sciences (SPSS). By utilizing this program, the averaged mean scores for each vocabulary task were presented and ranked. Due to calculating the mean scores of

the highest ranking and lowest ranking tasks, it could be confirmed which task led students to experience flow and which task caused apathy. Semi-structured interview technique was also conducted because it includes only a few predetermined questions to investigate problem and this type interviews allow researchers to ask extra questions about a problem on the purpose of getting more detailed answers for the research questions. Rabionet (2011, p. 563) states the flexibility of the semi-structured interviews by saying that “qualitative interviewing is a flexible and powerful tool to capture the voices and the ways people make meaning of their experiences”.

In order to analyse the qualitative data, content analysis method was utilized. The students’ answers given to every interview question about the designed tasks were arranged according to recurrent themes in detail and were coded systematically.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter provides information about the data collected from a perception questionnaire measuring students' flow experience and an interview with five students about their thoughts on the designated vocabulary tasks in regards to flow. Also, findings for each research question are explained in detail.

4.2. Research Question 1: What types of vocabulary activities encourage students' flow?

In order to gather data for the first research question, the quantitative data for this study was gathered through Flow Perception Questionnaire (Egbert, 2003). This instrument was administered to 72 preparatory students immediately after their completion of each designated task. The aim was to measure the flow promoting potential of these tasks. The 14-item student perception questionnaire was designed using a seven-point Likert scale.

The positive statements in the questionnaire were assigned values ranging from 1 (strongly disagree) to 7 (strongly agree). To investigate the overall flow inducing potential of the designated tasks in this study, individual item scores for the 14 items were averaged for each participant in order to calculate mean values for each task. First, means for the four tasks for all students were rank ordered and analysed for their flow generating impact. Then, a one-way ANOVA test was run to compare different vocabulary activities and students' affective responses to tasks. The questionnaire addresses four flow dimensions: *control*, which deals with timing and a sense of capable of completing any task, *focus*, which means immersing deeply on an activity, *interest*, which refers exciting one's curiosity and *challenge*, which is related to difficulty level of a task. Items 3, 4, 8, 11 were related to control, items 6, 7, 14 dealt with focus, items 2, 9, 10, 12 addressed interest and items 1, 5, and 13 were about challenge.

With the aim of determining which task stimulated the highest level of flow experience in participants and to investigate how much flow students experienced in the vocabulary activities; first, responses to individual items on the questionnaire were

averaged for all participants. Based on the averaged mean scores, the means for each task were calculated for all students separately. The point of 5.00 is regarded as cut off point due to fact that it is equivalent to *agree* on all questions and 4.00 is perceived as mid-point because it is equivalent to *neutral*. According to these concepts, the researcher denominated the activities as *high flow* activities, which have mean scores equal to or above cut off point (5.00), *moderate flow* activities, which depict tasks having equal to or above mid-point (4.00), *low flow* activities, which include scores are below mid-point (4.00). Table 4 shows the mean scores of all the tasks from student perception questionnaires.

Table 4.

Mean scores of all tasks

Tasks	**Mean**	**SD**
Finding Words and Antonyms	5.54	.693
Multiple Choice	4.12	1.006
Matching Words and Definitions	4.00	.831
Scrambled Word	3.54	.816

The mean value for the highest-ranking activity (finding words and antonyms) was calculated as 5.54, and the other tasks (multiple choice, matching words and definitions, scrambled word) had mean values of 4.12, 4.00, 3.54. According to the student perception questionnaires, the activity creating the highest level of flow was finding words and antonyms with a mean score of 5.54 and the lowest ranking task was scrambled word activity with a mean score of 3.54. After examining the mean scores of all activities, the questions in the student perception questionnaires were also analysed in terms of the four flow dimensions. The mean scores of each flow dimension (control, focus, interest, challenge) were also calculated (Table 5). Table 5 shows the mean values of the overall responses of students on the questionnaires to each dimension on a 7-point Likert scale.

Table 5.

Mean scores of four flow dimension for each task

Tasks	**Control Mean**	**Focus Mean**	**Interest Mean**	**Challenge Mean**
Finding Words and Antonyms	5.47	5.42	5.56	5.70
Matching Words and Definitions	4.20	3.90	4.53	3.35
Multiple Choice	4.07	4.33	4.43	3.66
Scrambled Word	3.95	3.22	4.03	2.95

The cut-off point for the scales was 5.00. This cut off point was determined since it represents "agree" on the Likert-scale. As can be seen in Table 5, finding words and antonyms, the highest-ranking task, had the highest mean scores on all flow dimensions. However, scrambled word activity had lowest score on all flow dimensions: 3.95 for control, 3.22 for focus, 4.03 for interest and 2.95 for challenge. On the other hand, the mean scores of matching words and definitions and multiple choice were lower than cut off point: matching and definitions had 4.20 for control, 3.90 for focus, 4.53 for interest and 3.35 for challenge, multiple choice had 4.07 for control, 4.33 for focus, 4.43 for interest and 3.66 for challenge. The control dimension is a category that attempts to reveal whether students have mastered the activity they are working on, and we can say that they are aware of the work they do in the *finding words and antonyms activity* and they can distinguish their deficiencies compared to the *scrambled word activity.* Based on the mean scores of focus and interest dimension, it can be concluded that *finding words and antonyms* was the activity students wanted to do the most, whereas the activity they did not find fun was scrambled word totally. Considering *challenge* dimension indicates whether the activity arouses curiosity in students, it is apparent from this table that finding words and antonyms activity made students curious the most among the others. From the mean scores concerning four activities, it can be inferred that the only *high flow* activity is finding words and antonyms; multiple choice and matching words and definitions activities are *moderate flow* activities and scrambled word activity is *low flow* activity.

Table 6.

ANOVA Results for Vocabulary Activities

Tasks	Mean Square	F	p
Finding Words and Antonyms	.673	2.364	0.06
Matching Words and Definitions	.380	2.267	
Multiple Choice	.211	1.609	
Scrambled Word	.270	1.252	

To investigate the differences in the experience of flow among the four vocabulary activities (finding words and antonyms, matching words and definitions, multiple choice, scrambled word), a one-way ANOVA test was applied to the data. The findings of the analysis are shown in Table 6 above. According to the findings shown in Table 6, results of one-way ANOVA point out that there is no significant difference among four vocabulary activities ($p>0.05$).

4.2.1. Finding Words and Antonyms

Statistics shows that finding words and antonyms activity generated flow the most in participants, they tended to complete this kind of activity more than the other ones. There is a connection with human thinking and language, therefore, it is inevitable that the importance of antonymy in human thinking is reflected in human language (Gao & Zheng, 2014). Presenting antonyms vocabulary in EFL context could be thought as one of the most effective strategies to learn new words in order that this type accelerates the process of learning lexical items and facilitates the retention of words (Schmidt, 2008). Considering antonymy has a significant role in human thinking, obtaining flow-generating vocabulary tasks about antonyms could aid learners in expanding their vocabulary knowledge. However, it is significant to keep in mind that this type of activities should be in accordance with the four flow dimensions: control, focus, interest

and challenge. Table 7 shows mean scores for each dimension in finding words and antonyms activity.

Table 7.

Flow dimension means for finding words and antonyms activity

Task Style	**Control Mean**	**Focus Mean**	**Interest Mean**	**Challenge Mean**
Finding Words and Antonyms	5.47	5.42	5.56	5.70

As seen from the table, the finding words and antonyms activity, having the highest mean scores for all flow dimensions, could be described as high flow-producing activity in this study. Before addressing the relationship between finding words and antonyms activity and four flow dimensions (control, focus, interest, challenge) in detail, the descriptive results of the Flow Perception Questionnaire are provided. Table 8 below demonstrates distributions of control dimension items for finding words and antonyms activity.

Table 8.

Distributions of control items for finding words and antonyms activity

	Strongly Disagree		Disagree		Somewhat Disagree		Neutral		Somewhat Agree		Agree		Strongly Agree		Mean	SD
CONTROL	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
3. I felt that I had no control over what was happening during this task	43	59.7	14	19.4	8	11.1	2	2.8	1	1.4	2	2.8	2	2.8	6.13	1.44
4. When doing this task, I was aware of distractions	2	2.8	7	9.7	36	50	6	8.3	15	20.8	3	4.2	3	4.2	4.36	1.91
8. This task allowed me to control what I was doing	1	1.4	2	2.8	4	5.6	9	12.5	22	30.6	9	12.5	25	34.7	5.44	1.47
11. During this task, I could make decisions about what to study, how to study it	-	-	1	1.4	6	8.3	3	4.2	22	30.06	8	11.1	32	44.4	5.75	1.36

After analysing the participants' answers, it can be seen that the items addressing a great sense of control over the activity had the highest mean values; Item 3, 8, and 11 (m=6.13, s.d=1.44; m=5.44, s.d=1.47; m=5.75, s.d=1.36, respectively). According to these results, it can be stated that students' skills were high and challenge of the activity was convenient for them, in return, they had opportunities to promote their autonomy. On the other hand, although Item 4 is related to the issue of being aware of external distractions during the activity had the lowest mean value (m=4.36, s.d=1.91), it was above midpoint (4.00). Therefore, it may be assumed that while performing the activity, students were moderately focused the activity against the distractors from outside.

Table 9.

Distributions of focus dimension items for matching words and antonyms activity

	Strongly Disagree		**Disagree**		**Somewhat Disagree**		**Neutral**		**Somewhat Agree**		**Agree**		**Strongly Agree**		**Mean**	**SD**
FOCUS	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
6. This task was fun for me	-	-	-	-	9	12.5	6	8.3	25	34.7	9	12.5	23	31.9	5.43	1.35
7. I would do this task again	-	-	-	-	16	22.2	8	11.1	14	19.1	8	11.1	26	36.1	5.27	1.58
14. I would do this task even if it were not required	-	-	1	1.4	12	16.7	7	9.7	14	19.4	2	2.8	36	50	5.55	1.62

As for the focus dimension of matching words and definitions activity, the calculated statistics was shown in table 9. It was found that the mean scores of the answers were close to each other. As it can be seen from Table 9, Item 14 “I would do this task even if it were not required” had a higher mean score (m= 5.55; s.d= 1.62) compared to others. Besides, Item 6 “This task was fun for me” with a mean score of (m= 5.43; s.d= 1.35), Item 7 “I would do this task again” with a mean score of (m= 5.27; s.d= 1.58) had higher scores than the cut-off point 5.00. Results, as shown in Table 9, indicated that participants concentrated on the activity and it made the participants feel to do the activity again. From these results, it is possible to assume that this activity could serve well as a flow promoting activity.

Table 10.

Distributions of interest dimension items for matching words and antonyms activity

	Strongly Disagree		**Disagree**		**Somewhat Disagree**		**Neutral**		**Somewhat Agree**		**Agree**		**Strongly Agree**		**Mean**	**SD**
INTEREST	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
2. This task was interesting in itself.	1	1.4	2	2.8	5	6.9	3	4.2	13	18.1	12	16.7	36	50	5.84	1.50
9. When doing this task, I was totally absorbed in what I was doing.	-	-	2	2.8	20	27.8	5	6.9	23	31.9	7	8.3	15	20.8	4.80	1.53
10. This task bored me.	25	34.7	32	44.4	8	11.1	4	5.6	1	1.4	-	-	2	2.8	5.94	1.23
12. When doing this task I thought about other things.	18	25	28	38.9	15	20.8	3	4.2	6	8.3	2	2.8	-	-	5.59	1.29

The table 10 represents a scale to interpret the mean score level of the participants about the interest dimension of finding words and antonyms activity of this study. According to the results shown in Table 10, it can be seen that Item 2 “This task was interesting in itself.” had high mean score (m= 5,84; s.d= 1.50) and this indicated that participants were completely interested in this activity, which led them to experience flow. On the other hand, the mean scores for reversed items which are Item 10 (m=5.94; s.d= 1.23) and Item 12 (m=5.59; s.d=1.29) were above the cut-off point of 5.00. These mean values support that the activity was interesting for the participants and they were not bored during the activity.

Table 11.

Distributions of challenge dimension items for finding words and antonyms activity.

	Strongly Disagree		**Disagree**		**Somewhat Disagree**		**Neutral**		**Somewhat Agree**		**Agree**		**Strongly Agree**		**Mean**	**SD**
CHALLENGE	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
1.This task excited my curiosity.	1	1.4	1	1.4	3	4.2	2	2.8	8	11.1	7	9.7	50	69.4	6.27	1.34
5.This task made me curious.	-	-	-	-	3	4.2	6	8.3	16	22.2	11	15.3	36	50	5.98	1.20
13.This task aroused my imagination.	4	5.6	4	5.6	10	13.9	7	9.7	22	30.6	6	8.3	19	26.4	4.84	1.78

Table 11 presents the mean score of challenge dimension of finding words and antonyms activities. As it is shown in Table 11, item 1 ‘This task excited my curiosity.’ had a higher mean score (m= 6.27; s.d= 1.34) compared to others. Besides, Item 5 “This task made me curious.” with a mean score of 5.98 had higher scores than the cut-off point 5.00, Item 13 “This task aroused my imagination’’ (m= 4.84; s.d= 1.78) was above the mid-point of 4.00. These results obtained from the analysis of challenge items point out that the task was balanced with available skills of participants, which means finding words and antonyms activity was challenging enough for the participants.

Furthermore, it is worth to say that this activity was appropriate to promote flow experience in terms of meeting the flow conditions.

The balance between challenge and skill in an activity is connected with the sense of control. Carr (2016) states that pleasurable experiences cause a sense of control over people's actions. In other words, when there is a balance between challenge of an activity and skill of an individual, sense of control occurs and it forms a basis for flow. Taking the above factors into consideration, it can be said that the activity had more balance between challenge and skills and students were encouraged to feel control over what they were doing compared to other activities. Besides, there were some students who stated that they had fun and they felt ‘‘totally absorbed in’’ (item 9) during this activity, and this statement enriched focus dimension.

4.2.2. Multiple Choice

The statistical analysis of flow experience regarding kind of vocabulary activities demonstrates that multiple choice activity is the second highest mean score with the mean score of 4.12 among the total results of the four activities, which shows it can be defined as *moderate flow* activity. To comprehend characteristics of the task in detail, the questions in the student perception questionnaires were also analysed in terms of the four flow dimensions. Table 12 shows mean scores of all dimensions of multiple choice activity.

Table 12.

Flow dimension means for multiple choice activity

Task Style	**Control Mean**	**Focus Mean**	**Interest Mean**	**Challenge Mean**
Multiple Choice	4.07	4.33	4.43	3.66

The control dimension of multiple choice activity had low mean score (m=4.07), it can be concluded that the task did not enable students to control what they were doing completely. Among the focus dimensions of three activities (Table 12), the focus dimension of multiple choice activity had highest mean score (m=4.33), the result indicates that students were moderately focused on multiple choice activity. Considering the interest dimension on the multiple choice activity (m=4.43), there was

not enough interest to experience totally flow for students as in matching words and definitions activity. In other words, students did not find the task quite interesting in itself. The lowest mean value belongs to the challenge dimension (m=3.66), and it can be inferred that the activity did not provide the requirements of challenge dimension completely, that is, it is apparent that there was an imbalance between skills of students and challenge level of the activity.

4.2.3. Matching Words and Definitions

The third highest mean score belongs to matching words and definitions activity (m=5.07). Table 13 demonstrates the mean scores of each dimension for matching words and definitions activity.

Table 13.

Flow dimension means for matching words definitions activity

Task Style	**Control Mean**	**Focus Mean**	**Interest Mean**	**Challenge Mean**
Matching Words and Definitions	4.20	3.90	4.53	3.35

The sense of control experienced during the flow means there is no anxiety about losing control throughout any activity (Csikszentmihalyi, 2014). That is, the sense of control can be explained as the highest level of confidence in one's ability in order to complete an activity. From this point of view, it can be inferred that students' self-confidence was higher in *matching words and definitions* activity compared to the other two activities (multiple choice, scrambled word). The mean score of *focus* dimension was below cut off point (m=3.90), which shows that students had difficulty in concentrating on the *matching words and definitions* activity completely. Therewithal, the mean score of *interest* dimension was 4.53, it shows that the activity was somewhat interesting but it is not enough to generate flow experience for students literally. As mentioned in the literature review, challenge dimension having the lowest dimension of this activity (m=3.35) is related to skill-challenge balance, therefore it can be stated that

the matching words and definitions activity was not suitable for students' skills due to engendering flow totally.

4.2.4. Scrambled Word

The total findings show that scrambled word activity is *low flow* activity among four activities (m=3.54). In order to illustrate the characteristics of the activity broadly, the mean scores of each dimension on scrambled word activity are presented in Table 14.

Table 14.

Flow dimension means for scrambled word activity

Task Style	**Control Mean**	**Focus Mean**	**Interest Mean**	**Challenge Mean**
Scrambled Word	3.95	3.22	4.03	2.95

As seen in Table 14, the mean score of control dimension on scrambled word activity was 3.95. The result demonstrates that students had less self-confidence and they did not feel a sense of control over what they were doing. Based on the data of focus dimension on the scrambled word activity (m=3.22), it can be stated that there is low willingness in students to do the activity again. The mean score of the interest dimension (m=4.03) shows that although it had the highest dimension among the other dimensions of the scrambled word activity, it was not sufficiently intriguing for students to generate flow properly. Besides, *challenge* dimension with the lowest mean score (m= 2.95) shows that there was no perfect skill-challenge balance on the scrambled word activity.

4.3. Research Question 2: According to students' perceptions what are the characteristics of the activities promoting the flow?

This part involves the answers to the second research question which highlights students' perceptions regarding the types of vocabulary activities that create flow. The qualitative data was gathered through semi-structured interviews with five students. The five randomly selected students from eight classes were interviewed to have a deeper understanding of their views about flow experience at the end of the four weeks. The interviews were tape recorded, after that they were transcribed for the data analysis.

4.3.1. Findings in Relation to the First Interview Question

The first interview question related to the second research question was ''Which activity did you like the most during this process? Why?''. The results of the coding of responses to the interview question indicated three principal categories as *fun, interest* and *challenge*. The findings for the content analysis are given in Table 15 below for the first question.

Table 15.

Content Analysis of the Students Answers to the First Interview Question

Themes	***f***	***%***
Fun	5	38,4
Interest	4	30,7
Challenge	4	30,7
Total	13	100

In Table 15, the frequencies and the percentages of the participants (5) are specified. As can be seen from the table 15 above, the researcher put the answers of the participants into some categories. Majority of the participant students have the opinion that the reason they felt more motivated in some activities was because the activities were *fun* with 38,4%. On the other hand, most participants assert that they were more eager to complete the activities if they found the activity interesting (30,7%) or challenging (30,7%). The themes are presented under several headings below in order to shed light on to comprehend them in detail.

4.3.1.1. Fun

Intrinsic motivation is defined as "doing of an activity for its inherent satisfactions rather than for some separable consequence" (Deci & Ryan, 2000, p. 56). In this regard, it can be inferred that students participate in an activity for fun or enjoyment as they are intrinsically motivated. While students described the activity that they are most motivated, most students stated that they were more likely to promote flow due to the fact that they found the activity fun.

It was fun to guess the words in the unit with opposite meanings. (Finding words and antonyms) (Participant 1)

I was familiar with multiple choice activity, which made it easier to focus on this activity so I enjoyed doing it. (Multiple choice) (Participant 3)

It was enjoyable and interesting so that I felt like solving crosswords while reading definitions of the words. (Matching words and definitions) (Participant 4)

I liked the activity the most because putting letters in correct order is like an enjoyable game I played before. (Scrambled word) (Participant 5)

According to the responses, they had no problem about concentrating on the activity and they enjoyed as they found the activities familiar. It might be possible to say that students can experience flow more easily on an activity when they found them familiar.

As it was mentioned earlier, *enjoyment* that arises from an activity could be identified as one of the components which are the indicators of flow occurrence. However, during the language learning process, the aim of the vocabulary activities should be beneficial for students in expanding vocabulary knowledge as well as increasing flow experience of students. At this point, the use of fun activities may contribute to create the link between vocabularies and their lexical objects in order to boost vocabulary knowledge (Ashrafa, Ghanei & Salami, 2014). In line with this idea, the interview data also supports another positive view, which is covering educational aspects, of the students about activities they felt motivated. The following quote from participant 2 has revealed that having exposure to a fun activity led her/him to acquire new vocabularies:

Practicing with opposite meanings was both fun and made me learn more words. (Finding words and antonyms) (Participant 2)

The qualitative data findings seem to be consistent with the descriptive statistics discussed in the previous section which showed Item 6 'This task was *fun* for me' had a high mean score (m=5,43) (Table 9) on the *findings words and antonyms* activity, which was the most flow-generating activity. Also, this finding is in agreement with Şentürk's (2010) findings, which also showed that *fun* theme was a flow-producing factor in her study investigating students' flow experience among different kind of speaking activities. Considering enjoyment is seen as one of the preconditions to experience flow by flow researchers (Abbott, 2000; Csikszentmihalyi, 1990; Marsh & Jackson, 1999; Larson, 1988; Tardy & Snyder, 2004), it can be concluded that the result of the interview confirms the importance that the activities should be fun to facilitate the learners' flow experience.

4.3.1.2. Interest

In the open-ended questions, one of the most commonly mentioned features was interest. In Abbot's (2000) study, learners stated that they experienced flow while they were performing writing activities in which they had an intense interest. As in Abbot's research, when the researcher asked why students were more motivated in certain activities, the students reported that these activities aroused their curiosity and addressed their interest. As a result of the flow experience perception questionnaire analysis in this study, the majority of the participants defined finding words and antonyms activity as *interesting in itself* (Item 2). The participants were asked to explain why they found these tasks *interesting in itself*. The interviewees explained their reasons:

I liked it. It was good to try to rewrite the letters in correct order because I had difficulty in spelling words and it caused me to lose points in exams, I thought of using this activity while studying individually for writing exams. (Scrambled word) **(**Participant 2)

As seen in the given excerpt above, the reason participant 2 defined the activity as flow-promoting since s/he believes the activity will contribute to her/his academic success. When the importance of academical achievement is taken into account for the students, it is not a surprising outcome that activities which learners are interested in can be remarked as essential resources due to improving language skills. In this way, from

an educational perspective, learners' needs should be taken into consideration in order to supply vocabulary activities holding their attention.

While studying new vocabularies for exams, I used to memorize words as synonyms and antonyms, therefore finding words and antonyms intrigued me. (Finding words and antonyms) (Participant 3)

I was more interested in doing this activity since I think the best way to improve vocabulary knowledge is studying with antonyms of vocabularies. (Finding words and antonyms) (Participant 5)

The excerpts show that the activities students were exposed to, which were compatible with the student's learning strategies, could attract their attention. Schmidt & Watanabe (2001) state that use of strategies is driven by motivation. Therefore, it can be inferred that students are inclined to choose their learning strategies depending on the motivation factor. In this regard, they are likely to be interested in such activities, also in return, it is expected that they engender flow during performing these activities.

It was enjoyable and interesting so that I felt like solving crosswords while reading definitions of the words. (Matching words and definitions) (Participant 4)

Humans are social beings, therefore, it is significant to be aware of that individual conditions are concerned with situational conditions for occurrence or lack of learners' interest. For instance, while a subject about introducing foreign countries may be ordinary for students who have gone abroad, it may be interesting for students who have not been abroad before. On the other hand, exposure is important for the growth of interest since people are unable to become involved in something they have never met (Bergin,1999). In line with this perspective, the extracts of participants 3 *''.... I used to memorize words…*", participants 4 *''I felt like solving crosswords…*'' show that since the students preferred to apply these activities in their individual studies before, the familiarity of the activities made them more intriguing. As a matter of fact, an interest that causes flow could derive from tasks that are meaningful to learners (Egbert, 2003), and flow may occur when participants are more personally interested in an activity.

4.3.1.3. Challenge

Massimini and Carli (1988) stated that "flow experience begins only when challenge and skills are above a certain level, and are in balance" (Csikszentmihalyi & Csikszentmihalyi, 1988, p. 260). In relation with the statement above, it is possible to

think that challenge which is balanced with students' existing skills is one of the positive features of an activity.

While I was doing this activity, I felt more comfortable because I thought it was easy to choose one of four options. (Multiple choice) (Participant 1)

I found this activity easier to complete compared to others because there were explanations for each word on the right side, I could guess meanings. (Matching words and definitions) (Participant 2)

As mentioned before, in Flow Theory, skill-challenge balance dimension is categorized as one of the most vital factors for the experience of flow (Csikszentmihalyi, 1990). When the perceived challenges are consistent with the learners' skill, attention is fully devoted to the activity, however, this balance is delicate in itself. If the perceived challenge exceeds the skill, the learner begins to concern and feel anxious. From comments of participant 1 ''… I felt more comfortable because I thought it was easy to choose one of four options'', it can be concluded that the activity (Multiple choice) is a useful activity for the level of the student since it helped students to reveal her/him skills by providing options. Similarly, participant 2 stated that ''I found this activity easier to complete compared to others because there were explanations for each word on the right side'', this comment shows the student was equipped enough for the activity while s/he did not have skill enough for the other activities. In this sense, it is possible to say that scrambled activity, which requires mastery in arranging letters of words in correct order, might have high challenge for her/him. However, it is important to note that if learners' skills exceed the difficulty of the activity, the person first feels comfortable, but then begins to get bored. Therefore, flow experience is supposed to occur in a high skill-high challenge balance (Csikszentmihalyi, 1990). The next statements reveal how the challenge level of an activity had impact on their motivation.

I thought the activity was hard at the beginning, but finding antonyms aroused my curiosity, it was challenging. (Finding words and antonyms) (Participant 3)

Of the four activities, this activity was a bit of challenge, and I wanted to finish it the most. (Matching words and definitions) (Participant 5)

The expression of the participant ''…aroused my curiosity'' supported findings of flow perception questionnaire which were demonstrated previously since the majority of the participants marked item 1 ''This task excited my curiosity'' as higher than cut-off point for challenge dimension. An optimum skill-challenge balance is seen

as one of the most important dimensions of flow theory (Shernoff E., Csikszentmihalyi & Shernoff D., 2003). Although the responses from participant 3 and 5 indicated difficulty of the activity, their impressions about the activity were positive, which shows that these activities provided the central precondition of flow theory; skill-challenge balance.

In respect to the revealed data, students are more keen to complete the activities and are more likely to experience flow, if they find the activities fun, interesting or challenging at the level of their own skills.

4.3.2. Findings in Relation to the Second Interview Question

The interviewees were asked what activity blocked them from experiencing flow and why they could not ‘‘be totally absorbed’’ during the performance of designated-vocabulary tasks. The analysis of the responses to the second question presented three main themes regarding the characteristics of flow preventing activities: lack of enough vocabulary knowledge, lack of enough grammar knowledge, lack of confidence in their ability to catch up with the demands of the task. The results are shown in Table 16.

Table 16.

Content Analysis of the Students Answers to the Second Interview Question

Themes	***f***	***%***
Lack of enough vocabulary knowledge	5	41,6
Lack of enough grammar knowledge	4	33,3
Lack of confidence	3	25
Total	12	100

According to Table 16, the majority of the participants (41,6%) stated that ‘lack of enough vocabulary knowledge’ was the reason of why they could not be motivated during their performance of four vocabulary tasks. While most participants stated that lack of enough grammar knowledge (33,3%) could be seen as an obstacle to experience flow, some participants asserted that lack of confidence was a demotivating factor (25%). The following parts may shed light into the perceptions of participant students on the vocabulary tasks in detail.

4.3.2.1. Lack of vocabulary knowledge

Vocabulary is related to all language skills. With the aim of developing language skills, language learners should acquire a large number of words. Contrarily, lack of vocabulary knowledge may inhibit the motivation of learners. At this point, flow-generating vocabulary activities are one of the preliminary elements so as to enhance learners' vocabulary knowledge. The fact that students do not remember the meaning of some of the vocabulary items can be regarded as the reason for the deficiency of motivation during the activity. The following excerpts support these statements.

Since I do not know the meaning of two words in the options, I could not answer the questions correctly even though I understood the sentence. That is why I was worried whether the option I marked was correct or not, I could not focus on the activity. (Multiple choice) (Participant 2)

Frankly, I could not remember many words on the list, so it was not possible to remember the positions of the letters. (Scrambled word) (Participant 3)

While matching the sentences and words, I could not remember some words in the sentences from the previous unit, therefore, I could not make sense of the sentences. (Matching words and definitions) (Participant 1)

Although I knew the words in column A in this exercise, I didn't remember the meanings of some words in column B. (Finding words and antonyms) (Participant 4)

I could not remember the meanings of some words; therefore, I could not decide which option is correct. (Multiple Choice) (Participant 5)

Vocabulary plays an exceedingly crucial role in language learning. In other words, adequate vocabulary knowledge is key factor in quality language development for four skills. Also, Schmitt (2010) emphasized the importance of vocabulary, describing it as ''an important part of mastering a second language''. It can be stated that the reason why students are not 'totally absorbed' in the activities is in keeping with Schmitt's idea that is related to have insufficient vocabulary knowledge. As it can also be inferred from all these comments, students were outside the flow channel, so they felt anxious while doing the activity due to lack of vocabulary. As mentioned earlier, in Flow Theory, anxiety occurs when the activity has a higher challenge compared to the student's skills, thus it can be concluded that lack of vocabulary may develop anxiety in foreign language classes; students who have lack of adequate vocabulary size may struggle to understand language structures and express themselves clearly. Also, these

findings corroborate the results of some studies that show that having insufficient vocabulary result in anxiety on reading, writing, listening and speaking tasks (Choi, 2013; Donkaewbua, 2016; Lin & Ma, 2015; Zare-ee, 2013; Zheng & Cheng). To sum up, the findings offered confirmatory evidence that apprehension may stem from low skill and high challenge, which obstructs the possibility of flow experience. In this sense, it is remarkable to state that lack of vocabulary can be foundation on high challenge.

4.3.2.2. Lack of grammar knowledge

One of the negative themes is lack of adequate grammar knowledge. Knowing grammar can be considered to be a prerequisite condition both for creating meaningful sentences and understanding sentences correctly. Thus, if there is lack of adequate grammar knowledge, students may not concentrate on this activity itself. The following excerpts from participants has revealed that even if the students knew what to do in the activities, they did not feel comfortable since they could not understand the sentences.

I could not match the sentences as I had difficulty in understanding the sentences' structure while reading the definitions of the words. (Matching Words and Definitions) (Participant 1)

I did not understand some sentences, therefore I could not decide the correct option. (Multiple Choice) (Participant 2)

While searching for the correct answer to the question, I had a problem as I could not translate the sentence completely even if I knew the meaning of some of the words. (Multiple Choice) (Participant 4)

Understanding definitions of the words was challenging, although some words on the left side were familiar to me. (Matching Words and Definitions) (Participant 3)

This result of the interview is parallel with the findings from Şentürk's (2010) study, where lack of enough grammar knowledge was inferred as a factor for preventing flow experience in speaking activities. Additionally, there is a certain amount of research that put emphasize on the lack of grammar as a demotivating factor in reading tasks (Ullah and Fatema, 2013; Zare-ee's, 2013). From the results, it can be assumed that when they do not have adequate grammar knowledge about an activity, students perceive the activity as high challenging compared to their skills and this deficiency can prevent them from creating flow experiences. As mentioned earlier, the challenge level

of activities is one of the prominent components in order for students to generate flow during performing. Accordingly, it can be concluded that these results of the interview are in line with the challenge assertion of Flow Theory. In order to be capable of experiencing flow, the balance between challenge and skill should be established, balancing challenge and skill is associated with being in 'flow channel', which refers to procure challenging activities enough to be understood to some extent by students (Egbert, 2003). This flow condition supports Krashen's (1985) idea of comprehensible input, which suggests the input is supposed to be slightly beyond the learners' current level in order to progress. Taken together, it can be assumed that the lack of grammar knowledge reveal itself as one of the essential factors which hinders the participant students to experience flow in vocabulary activities. These activities can be arranged in accordance with beyond the current level of students to some degree so as to move forward in language learning process.

4.3.2.3. Lack of confidence

The third category is lack of confidence that prevented students from experiencing flow on vocabulary activities. To be successful in an activity over and over results in self-confidence (Schneider, 2001), on the contrary, previous failures in an activity might demoralize students. In the following extract, one of the students' view about lack of confidence because of her/his negative experience is presented.

I was not good at doing this kind of activity so I did not want to do that. (Matching words and definitions) (Participant 1)

As seen in the example, it can be inferred that even the student could have had the capability to experience flow, lacking self-confidence regarding her/his previous experience probably led to an apathy on the activity.

Actually, I was afraid of not being able to do it when I saw scrambled words because I had never studied that way when memorizing words. (Scrambled word) (Participant 3)

When I first looked at the activity, I thought that I could not do it, and I needed to look at the coursebook to place the letters correctly. (Scrambled word) **(**Participant 4)

As it is seen from the participant' answers to the open-ended questions, they had lack of confidence to complete these activities. According to Rubio (2004), low self-confidence could cause psychological conditions such as anxiety. In the light of issues

stated in Flow Theory, it is clear that anxiety is one of the important obstacles to the formation of flow since learners may doubt their own skills even if their abilities are sufficient for doing an activity. Moreover, an individual who feels anxious during language learning are more likely to find this process boring (Gregersen, 2005). In conclusion, lack of confidence may lead activities to be less enjoyable for the students, therefore apathy may arise instead of flow.

Egbert (2003) indicated that beginning-level students may lack of adequate competence to perform well in foreign language, which may be a barrier to flow in language classrooms. As can be seen above, the current study supports this statement. Students could not experience flow if there are lack of enough vocabulary knowledge and grammar knowledge. These deficiencies should be taken into consideration since having adequate vocabulary and grammar knowledge enhances ‘‘a balance between challenge and available skills’’ for the condition of flow. In other words, when students have enough vocabulary and grammar knowledge for activities, the probability of students to experience flow increases.

CHAPTER V

5. DISCUSSION & CONCLUSION

5.1. Introduction

This chapter initially presents an overview of the study. Afterward, the findings of the study are discussed broadly in the light of research questions. Finally, pedagogical implications, limitations of the study and suggestions for further research are provided.

5.2. Summary of the Study

The main concern of this study was to examine the degree to which flow occurred in different kinds of vocabulary tasks and investigate English language preparatory students' perceptions about the existence of flow experience in these vocabulary tasks. In order to collect the data, Egbert's Flow Perception Questionnaire that includes 14 items, which consist of the four frameworks of flow including the dimensions of challenge, focus, interest, control, and the semi-structured interview were used. The results of each research question are discussed in detail in the following sections. The research questions are given below;

1. What types of vocabulary activities encourage students' flow?
2. According to students' perceptions, what are the characteristics of the activities promoting the flow?

5.3. Discussion of Findings

This chapter includes discussions in accordance with the findings and the research questions of the study.

5.3.1. Types of Vocabulary Activities and Their Relationship with Flow

With the aim of collecting necessary data to address the first research question, "What types of vocabulary activities encourage students' flow?" participants completed Flow Perception Questionnaire, which was based on 7-point Likert scale. These results indicated that the finding words and antonyms activity produced more flow for English language preparatory students, while the matching words and definitions, the multiple

choice and the scrambled word activities resulted in more apathy. Nevertheless, none of the activities resulted in total apathy. For this reason, it can be evident that these activities are good samples so as to be implemented in terms of vocabulary teaching in language classes. Moreover, it is clear that there is a significant relationship between the mean scores of each activity and the mean scores of each flow dimension; the finding words and antonyms, which was the most flow conducing activity, had the highest mean scores for each dimension. From this finding, it is likely to suggest that four of the dimensions (challenge, focus, interest, control) should be met in order to be able to describe an activity as literally flow-generating. That is, the higher the mean scores for each dimension, the more likely activity is to generate flow. Therefore, these findings support the view that the four flow dimensions could index the flow experience (Egbert, 2003).

Vocabulary knowledge has a vital role in foreign language teaching, therefore, a lot of strategies, methods, exercises, practices have been suggested for expanding vocabulary knowledge (Hatch & Brown, 1995). A number of researchers have indicated that use of word oppositions may be one of the most influential tools in vocabulary instruction (Gao & Zheng, 2014; Powell,1989; Schmidt & Siyanova, 2008). In this regard, *finding words and antonyms* activity can be useful for language learners in expanding their vocabulary knowledge. The present study's results support that *finding words and antonyms* activities are substantial resources for facilitating learners to experience flow. Related literature shows the importance of using word oppositions for foreign language teaching. Findings of the study conducted by Branch (2018) focused on impact of using antonym activities, he stated that antonyms can give opportunities to enhance students' vocabulary knowledge and positively affect their long-term memory. Likewise, Lyons (1968) says that human beings have a common inclination to think in opposites. One of the prominent characteristics of flow experience is intrinsic motivation, inferring to completing an activity only due to the inherent pleasure in the activity itself, not for any extrinsic rewards (Bakker, 2005). In this regard, Lyons's 'having a common inclination to think opposite' argument can be associated with intrinsic motivation. That is, if students have a tendency to think of opposites, it may be expected that they have high instinct motivation in order to do *finding words and antonyms activity*. In this context, these statements may be some reasons behind the fact that the *finding words and antonyms* activity was the most flow generating activity for language learners.

The multiple choice, the matching words and definitions, and the scrambled word activities were lower ranking tasks than the cut-off point with a mean score of 4.12, 4.00, and 3.54. Multiple-choice items are popular item types for testing vocabulary since it enables for assessment of a wide range of vocabulary items. Even though students did not experience flow completely in multiple choice activity in the current study, it is clear that the multiple choice activity did not result in apathy totally. According to Underwood (1989), multiple choice test format may remove anxiety in listening lessons because it is helpful for students to see unfamiliar words before. From this point, the reason for the multiple choice being the second highest ranking task with the mean score 4.12 could be related to preventing anxiety since flow and anxiety are two factors that affect each other adversely (Csikszentmihalyi, Abuhamdeh & Nakamura, 2005).

As for *matching words and definitions* activity and *scrambled word* activity, it is significant to state that their interest category was the section with the highest mean score among four sections on the questionnaire (control, focus, interest, challenge). Nation (1974) indicated in his article that there are a number of activities such as scrambled word, word matching that teachers may apply to create learner interest in new vocabulary items. In that sense, the results of the study are in agreement with Nation's (1974) idea which showed that scrambled word and matching activities could arouse learner interest. Still, based on the results of descriptive statistics, the total mean scores of scrambled word and matching word and definitions activities were below cut off point. Thus, it can be indicated that it is not enough to meet only one flow dimension to experience flow completely in a vocabulary activity. Accordingly, considering the assertions of Flow Theory, it can be assumed that all of them are interrelated. To more precise, students who find a balance between *challenge* of an activity and their skills will be in the flow channel, which means the activity is slightly beyond their skills, therefore the activity can *interest* them and finding the activity interesting can both facilitate them to *focus* and also enables them to make decisions easily in this activity, that is, they have *control* in the activity.

5.3.2. Students' Perceptions Regarding Flow-Promoting Activities

Within the scope of this research, in order to answer the second research question, "According to students' perceptions what are the characteristics of the

activities promoting the flow?" participants answered semi-structured interview questions prepared by the researchers in addition to Flow Perception Questionnaire. According to Egbert (2003), flow generating activities share common prominent features: a balance between challenge and available skills, attention, a sense of control, and interest. As a result of students' answers to the interview questions, recurrent themes in the interviews about flow-generating characteristics were *interest, sense of fun and challenging*. Some students stated that the activity itself should be interesting, they should enjoy while doing the given activity and the activity should be difficult enough to challenge but not exceed their abilities for the activity. These results suggest that if students feel having enough ability to complete the activities, if they focus on the activity since they find it enjoyable, they may experience higher levels of flow. These findings are in a line with previous research regarding flow by Azizi and Ghonsooly (2015) who studied the flow experience in TOEFL texts. In their research, the results showed that flow existed in different genres of reading texts and challenging activities, which are compatible with students' skills, also interesting subjects of the texts make students motivated. Likewise, findings of the study conducted by D. Amini, M. Amini & Ayari (2016) supported these ideas, and they stated the fact that subject of vocabulary activity was interesting for learners as it provided the occurrence of flow experience. In addition, the findings in the same study reveals that between the challenge which the task has and the skills which the learners possess contribute to learners' flow state. All in all, the conditions under which the participants experienced flow during activity in language learning tasks should conform to the flow state models relating the condition of skill-challenge balance, learner interest, focus and control.

In addition to these results, one of the most surprising results of the present study was that *multiple choice, matching word and definitions and scrambled word* activities had the lowest mean scores on challenge dimension among all dimensions (3.66 for multiple choice, 3.35 for matching and definitions, 2.95 for scrambled word). These results might arise from students' anxiety or boredom due to imbalance between their skill and the challenge of the activities. The same result considering this issue is also found in Zare-ee's (2013) study about EFL reading tasks; learners did not experience much flow in reading activities when there was skill-challenge imbalance. Of all vocabulary activities, scrambled word activity had the lowest mean score for challenge dimension. A possible explanation for these results may be the lack of skill-challenge balance. To be more precise, scramble word activity requires to arrange certain letters

which have been randomly located to rewrite words that have meanings, as students were supposed to create the word properly as far as they could remember and there were no options that they could benefit from, this activity may not be compatible with skill-challenge balance precondition of flow. This idea corroborates the results of interviews, talking about scramble word activity an interviewee said: ‘‘…. *I thought that I could not do it, and I needed to look at the coursebook to place the letters correctly.’’,* it showed that this activity exceeded the student's skill and put pressure on her/him. On the other hand, considering the interview questions, as factors that prevent flow, students indicated mostly three factors that were *lack of enough vocabulary knowledge, lack of enough grammar knowledge, lack of confidence.* These factors that prevent flow are also corroborated in the studies conducted by Şentürk (2010) and Zare-ee's (2013) studies. Şentürk (2010) proposed that lack of vocabulary knowledge and grammar knowledge lead students not to participate in speaking tasks. In Zare-ee's (2013) research, one of the students' reasons for blocking them from experiencing flow was difficult words and another reason was the complication in some parts of reading texts as grammar structure. Drawing on these studies, it can also be inferred that balance between skill and challenge, which is one of the most vital requirements of flow in Flow Theory, engender flow while imbalance between skill and challenge result in apathy. Hence, as a beginning, aim to build sufficient vocabulary knowledge in students may serve as a basis for creating motivation in all activities involving reading, writing, listening and speaking skills. To be more precise, since they think that they have the required levels of vocabulary knowledge, they may have the opinion that they have the ability to accomplish an activity, and as a result of this, having self-confidence may enable them to alleviate anxiety and pay attention to the activity. In addition, the study revealed that students' familiarity with an activity can positively affect their motivation, which both increases their willingness to complete vocabulary activities and encourages them to expand their vocabulary knowledge. In this regard, different types of activities to be applied to students and using question styles that are familiar to students in language classes can facilitate flow experience and learning vocabularies.

Accordingly, it will be easier to reach skill-challenge balance for students who improve vocabulary knowledge with vocabulary activities, and as a result of this, the greater vocabulary knowledge they have, the more likely they experience flow in four skill activities. Additionally, based on the qualitative data, the present study has yielded the conclusion that past failures that students have experienced in similar type of

activities were one of the underlying reasons, which prevent them from generating flow. To sum up, the findings demonstrate the fact that flow existed in vocabulary activities. Along with this, the study is in accordance with the assertions of flow theory (Abbott, 2000; Csikszentmihalyi, 1997; Egbert, 2003).

5.4. Implications

Since the present study explored the degree to which flow occurs in different types of vocabulary activities, it has shed light on syllabus designers and material developers in setting criteria for choosing and evaluating vocabulary learning activities. The findings of the study revealed that vocabulary activities require four dimensions as control, challenge, interest, focus so as to foster flow experience of students. According to these findings related to flow promoting vocabulary activities, teachers can emphasize the importance of presenting different activities in their classes to enhance learner motivation. This study also shows that lack of grammar, vocabulary knowledge and lack of confidence aspects have important roles on preventing flow experience. In this sense, it is significant to keep in mind that teachers may realize students' deficiencies before and decide on appropriate flow-generating activities for students in vocabulary activities, as Csikszentmihalyi (2008) assumes "a teacher who understands the conditions that make people want to learn-want to read, write and do sums- is in a position to turn these activities into flow experiences" (p. 2). Apart from this, it is acknowledged that flow is a subjective state that can be impressed by learners' experience, hence, providing various activities in EFL settings would enable learners to choose flow-producing activities for themselves.

5.5. Limitations and Suggestions for Further Studies

There are some limitations regarding this study. One of them was the number of the participants because of students' absenteeism. The students participating in the study were supposed to do all four activities during the lessons, but some students participated in several activities, therefore their answers to the questionnaire had to be eliminated. Another limitation was that students were at the same level. If it is conducted to students at different levels, the results could be evaluated from another perspective. Also, this study was applied to eight classes at the same time by different instructors. Even if the researcher made the necessary explanations to all instructors, she

could not observe the obstacles that might have occurred in the classroom. The number of the activities used in the study was another limitation. In order to contribute to the students studying at the preparatory school, the activities which were frequently used in the textbook were chosen, so the number of activities was limited. What's more, this issue can be expanded to other type of activities. For example, speaking, listening, writing, reading activities could be taken into consideration on flow experience.

Related literature about the flow experience of preparatory English language learners is limited in vocabulary tasks. The findings of this study were discussed in light of theoretical and empirical literature on the concept of flow theory. This study hopes to serve as a guideline for future research about flow experience preparatory English language learning students in terms of vocabulary tasks.

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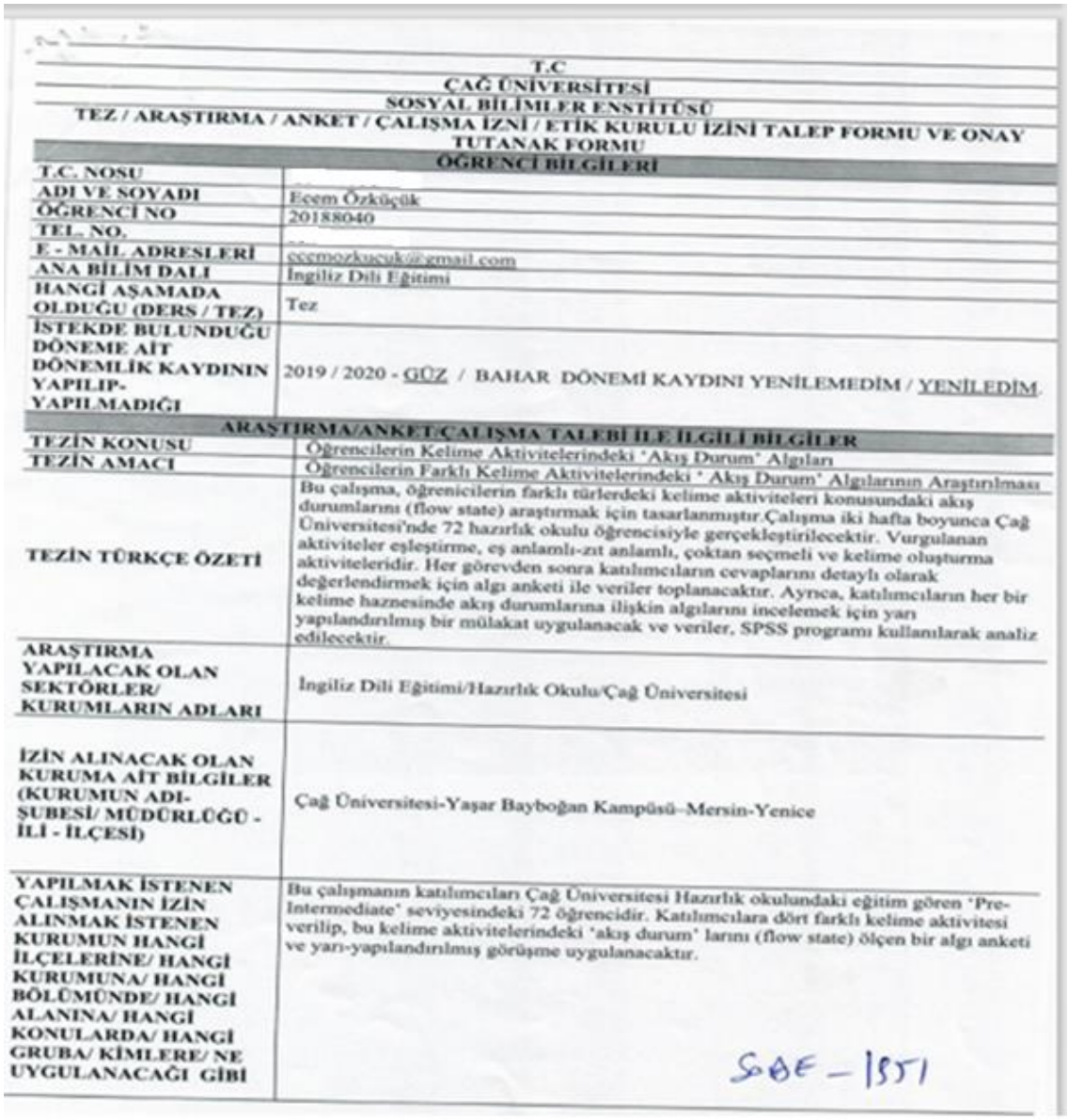
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7. APPENDICES

Appendix 1. Ethics Committee Approval



T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ecem Özküçük
ÖĞRENCİ NO	20188040
TEL. NO.	
E - MAİL ADRESLERİ	ecemozkucuk@gmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrencilerin Kelime Aktivitelerindeki 'Akış Durum' Algıları
TEZİN AMACI	Öğrencilerin Farklı Kelime Aktivitelerindeki ' Akış Durum' Algılarının Araştırılması
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, öğrenicilerin farklı türlerdeki kelime aktiviteleri konusundaki akış durumlarını (flow state) araştırmak için tasarlanmıştır.Çalışma iki hafta boyunca Çağ Üniversitesi'nde 72 hazırlık okulu öğrencisiyle gerçekleştirilecektir. Vurgulanan aktiviteler eşleştirme, eş anlamlı-zıt anlamlı, çoktan seçmeli ve kelime oluşturma aktiviteleridir. Her görevden sonra katılımcıların cevaplarını detaylı olarak değerlendirmek için algı anketi ile veriler toplanacaktır. Ayrıca, katılımcıların her bir kelime haznesinde akış durumlarına ilişkin algılarını incelemek için yarı yapılandırılmış bir mülakat uygulanacak ve veriler, SPSS programı kullanılarak analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	İngiliz Dili Eğitimi/Hazırlık Okulu/Çağ Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi-Yaşar Bayboğan Kampüsü–Mersin-Yenice
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ	Bu çalışmanın katılımcıları Çağ Üniversitesi Hazırlık okulundaki eğitim gören 'Pre-Intermediate' seviyesindeki 72 öğrencidir. Katılımcılara dört farklı kelime aktivitesi verilip, bu kelime aktivitelerindeki 'akış durum' larını (flow state) ölçen bir algı anketi ve yarı-yapılandırılmış görüşme uygulanacaktır. SOBE – 1551

AYRINTILI BİLGİLER	
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1.Algı Anketi 2.Yarı-Yapılandırılmış Görüşme 3.Eşleştime Kelime Aktivitesi 4.Eşanlamlı Zıt anlamlı Kelime Aktivitesi 5.Çoktan Seçmeli Kelime Aktivitesi 6.Kelime Oluşturma Aktivitesi
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Ek 1 (1) Sayfa 'Akış Durumu' Algı Anketi. 2) Ek 2 (1) Sayfa Yarı-Yapılandırılmış Görüşme Formu. 3) Ek 3 (1) Sayfa Rıza Formu 4)Ek 4 (1) Sayfa Eşleştirme Kelime Aktivite Formu 5)Ek 5 (1) Sayfa Eşanlamlı Zıt Anlamlı Kelime Aktivitesi 6)Ek 6 (1) Sayfa Çoktan Seçmeli Kelime Aktivitesi 7)Ek 7 (1)Sayfa Kelime Oluşturma Aktivitesi

ÖĞRENCİNİN ADI - SOYADI: Ecem ÖZKÜÇÜK	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 29/ 11/ 2019

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz dili eğitiminde kelime öğretimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Semiha KAHYALAR GÜRSOY	Adı - Soyadı: ……	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Dr.Öğr.Üyesi	Unvanı: ……..…	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası: ……..…	İmzası: Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası: Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.
/ / 20	/ / 20	/ / 20	/ / 20

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası : Enstitü Müdürlüğünde kalan asıl sureti imzalıdır.	İmzası :	İmzası :
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE		**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 01 / 12/ 2019 - 30 / 12/ 2019 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	X	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix 2. Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Sevgili Öğrenciler,

Bu çalışmanın konusu kelime aktiviteleri ile ilgili olup anket sorularına vereceğiniz yanıtlar araştırmaya katkıda bulunacaktır. Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır. Araştırmada katılımcıların isimleri gizli tutulacaktır. Araştırma kapsamında yapacağınız aktiviteden sonra cevaplayacağınız anketten toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacaktır.

Katılımcı Ad Soyad: Tarih:

İmza:

Ecem Özküçük
YL-İngiliz Dili Eğitimi Programı
Çağ Üniversitesi

Appendix 3. Flow Perception Questionnaire (English Version)

Flow Perception Questionnaire		Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1.	This task excited my curiosity.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2.	This task was interesting in itself.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3.	I felt that I had no control over what was happening during this task.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4.	When doing this task I was aware of distractions.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5.	This task made me curious.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
6.	This task was fun for me.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
7.	I would do this task again.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.	This task allowed me to control what I was doing.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
9.	When doing this task, I was totally absorbed in what I was doing	(1)	(2)	(3)	(4)	(5)	(6)	(7)
10.	This task bored me.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
11.	During this task, I could make decisions about what to study, how to study it, and/or with whom to study.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12.	When doing this task I thought about other things.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
13.	This task aroused my imagination.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
14.	I would do this task even if it were not required.	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Appendix 4. Flow Perception Questionnaire (Turkish Version)

ALGI ANKETİ

AD SOYAD: **SINIF:**

Lütfen bu anketi yaparken tamamladığınız aktiviteyi göz önünde bulundurun. Maddeleri anlamanız ve sizi en iyi yansıtan rakamı daire içine almanız anketin geçerliliği ve güvenilirliği açısından önemlidir, her bir ifade için sadece bir cevap veriniz.Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır. 1= Kesinlikle Katılmıyorum 7= Kesinlikle Katılıyorum arasında yedi cevap seçeneğiniz vardır. Katılımınız için teşekkür ederim.

Bu anketi doldurarak bu çalışmaya katılmayı kabul ediyorum.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Tarafsızım	Katılıyorum	Kısmen Katılıyorum	Kesinlikle Katılıyorum
1.	Bu aktivite merakımı arttırdı.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2.	Bu aktivite ilginçti.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
3.	Bu aktivitenin amacını tam olarak anlayamadım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
4.	Bu aktiviteyi yaparken çeldiricilerin (zorlukların) farkındaydım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
5.	Bu aktivite ilgimi çekti.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
6.	Bu aktivite benim için eğlenceliydi.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
7.	Bu aktiviteyi tekrar yapardım.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.	Bu aktivitenin amacının ne olduğunu kavrayabildim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
9.	Bu aktiviteyi yaparken yaptığım işe tamamen konsantreydim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
10.	Bu aktivite beni sıktı.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
11.	Bu aktivite sırasında, hangi konular üzerinde durmam gerektiği, nasıl çalışmam gerektiği, kimlerden yardım alabileceğim konusunda kararlar alabildim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12.	Bu aktiviteyi yaparken başka şeyler düşündüm.	(1)	(2)	(3)	(4)	(5)	(6)	(7)
13.	Bu aktivite hayal gücümü arttırdı	(1)	(2)	(3)	(4)	(5)	(6)	(7)
14.	Gerekli olmasa bile bu aktiviteyi yapardım	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Appendix 5. Interview Questions (English Version)

1. Which activity did you like the most? Why?

2. Which activity bored you the most? Why?

Appendix 6. Interview Questions (Turkish Version)

1. En çok hangi aktiviteyi sevdiniz? Neden?

2. Sizi en çok sıkan aktivite hangisiydi? Neden?

Appendix 7. Finding Words and Antonyms Activity

Match the opposite adjectives

__ **1.** huge	**A**. quiet
__ **2.** crowded	**B**. common
__ **3.** ancient	**C**. low
__ **4**. ordinary	**D**. tiny
__ **5**. pretty	**E**. modern
__ **6**. kind	**F**. magnificent
__**7**. particular	**G**. rude
__ **8**. high	**H**. ugly

Appendix 8. Matching Words and Definitions Activity

Match the words in **bold** with their definitions a-g

_ 1. We **set off** for London just after ten.

_ 2. They **hitchhiked** around Europe.

_ 3. The telephone system has **broken down.**

_ 4. We were stuck in **a traffic jam**.

_ 5. We apologize for the **delay** in answering you

_ 6. Sorry I'm late—have I **missed** anything?

_ 7. The plane **took off** an hour late.

a) to leave the ground and begin to fly

b) a period of time when somebody/something has to wait because of a problem that makes something slow or late

c) to stop working because of a fault

d) to be or arrive too late for something

e) a long line of vehicles on a road that cannot move

f) to begin a journey

g) to travel by asking for free rides in other people's cars, by standing at the side of the road and trying to get passing cars to stop

Appendix 9. Multiple Choice Activity

Choose the correct answer

1. She still _____ her father £3 000.

a) spend b) change c) owe d) buy

2. I should buy a coat in the_____because I don't have enough money to pay it now.

a) costs b) sales c) offers d) loans

3.He couldn't _____the money to go abroad, so he asked his friend for loan.

a) check b) choose b) afford d) miss

4. Can you _____me your car this evening? I need it to go shopping.

a) tell b) spend c) borrow d) lend

5.I will always be there for you to cheer you up and _____you smile.

a) do b) make c) say d) get

6. I had to accept a real health change to _____my life.

a) save b) find c) try d) leave

7. Most customers will _____a tip at the weekend, so you can easily expect to make about $150 for about 4 hours

a) send b) do c) receive d) give

Appendix 10. Scrambled Words Activity

Rearrange the letters to make a word.

1. p r o t s a s p _____

2. e o g i b u k d b o _____

3. c k a p b k c a _____

4. c s i a t u e s _____

5. g l u a e g g _____

6. r e v s o i r u n _____

7. i c m a p t e s _____

8. s i g n h s e i t e _____

9. a v t r u e d n _____

10. a c o m d t a i o n c m o _____

Appendix 11. Study Approval



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1254
KONU: Tez Anket İzni Hakkında

29.11.2019

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188040 numaralı) **Ecem ÖZKÜÇÜK, "Öğrencilerin Kelime Aktivitelerindeki "Akış Durumu" Algıları "** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Semiha GÜRSOY danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Çağ Üniversitesi Yabancı Diller Yüksek Okulu bünyesinde eğitim gören "Pre-Intermediate" seviyesindeki 72 öğrenciyi kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli izinin verilmesi hususunu bilgilerinize sunarım.

Yabancı Diller Yüksek Okulu mdl.

(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)

Doç. Dr. Murat KOÇ
Sos. Bil. Enst. Müdürü

T.C. Çağ Üniversitesi Rektörlüğü
Yetkili: GÖKSİN GÜLEN TUNAR 02/12/2019
Kayıt Tarihi : 02.12.2019
Kayıt No : 5893
Gideceği Birim : Yabancı Diller Yüksek Okulu

EKLERİ: İki sayfa tez anket formları ile Dört sayfa tez etik kurul izin formasının fotokopileri.

1385 - 50 BE

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